DOCUMENT RESUME

ED 255 687 CE 041 159

AUTHOR Markowicz, Arlene, Ed.; And Others
TITLE Strategies for Youth at Risk.
INSTITUTION National Alliance of Business, Inc., Washington, D.C.
SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C.
PUB DATE 84
GRANT 99-4-454-98-327-02
NOTE 76p.
AVAILABLE FROM National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($12.50).
PUB TYPE Collected Works - Serials (022) -- Reference Materials - Bibliographies (131) -- Reports - Descriptive (141)
JOURNAL CIT NAB Clearinghouse Quarterly; v1 n3 Fall 1984

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Annotated Bibliographies; Career Counseling; Career Education; Cooperative Programs; Disabilities; *Disadvantaged Youth; Employment Potential; *Employment Programs; Federal Programs; *High Risk Persons; Individualized Instruction; *Job Training; Postsecondary Education; Program Descriptions; Secondary Education; *Unemployment; Vocational Education; Work Experience Programs; Youth; Youth Employment; *Youth Programs
IDENTIFIERS Job Training Partnership Act 1982

ABSTRACT

This issue targets the high risk segment of the youth population and their high unemployment rate. An overview discusses the contents. Ten "Bulletins" offer descriptions of programs and projects and demonstrate how long-term training, work and academic experience, and individualized training operate in functioning programs. To assist service delivery areas in serving at-risk youths, the bulletins also provide ideas for marketing youth programs, innovative ways to compensate participants for lack of stipends, and strategies to involve the business community. Each bulletin provides these types of information: operators, summary, results, time span, funding, outline (activities), followup, progress, problems, hints for success, products/publications, and contact. Over 40 references in the annotated bibliography provide additional sources of youth programming information. Three book reviews highlight opportunities available under the Job Training Partnership Act to shift from an employment outcome to an employability outcome. The final section with background materials offers "WorkAmerica" reprints of articles on programs for at-risk youth. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255687

National
Alliance of
Business

Vol. 1, No. 3
Fall, 1984
$12.50

NAB Clearinghouse Quarterly

Strategies for Youth at Risk

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

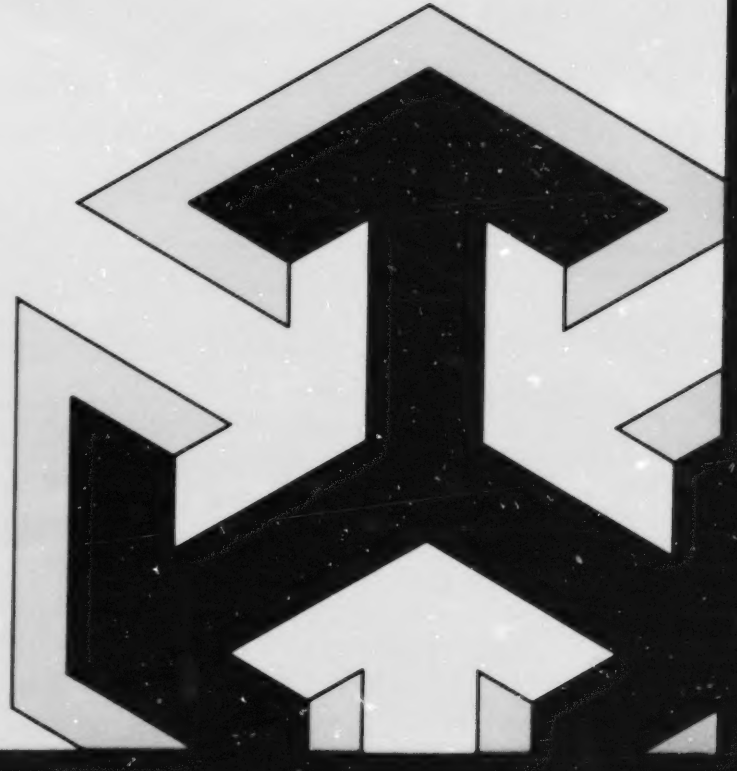
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

V Poertner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 041 159



National
Alliance of
Business

NAB Clearinghouse Quarterly

Strategies for Youth at Risk

Vol. 1, No. 3
Fall, 1984

"The material in this project was prepared under Grant No. 99-4-454-98-327-02 from the Employment and Training Administration, U.S. Department of Labor, under the authority of Title IV, Part D, Section 451, of the Job Training Partnership Act, P.L. 97-300. Points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor."

Editor

Arlene Markowicz

Contributors

Frances R. Rothstein
Virginia E. Wertman

Copies of this publication may be obtained by using the Order Form in the back of this book or by writing or calling the National Alliance of Business, P.O. Box 7207, Washington, DC 20044, (202) 289-2924.

CH/124/1.5
Copyright 1984 National Alliance of Business
ISSN 074-5837

Contents

Overview	Page 1
Bulletins	Page 8
Bibliography and Selected Reviews	Page 47
Background Materials	Page 64

Overview

As last reported by the Bureau of Labor Statistics, the youth unemployment rate (ages 16-21) was approximately 20 percent. For minority youths it jumps to a staggering 46.7 percent -- 2.6 times that of white teens. Many of these youth are inadequately prepared for work as a result of teenage pregnancy, substance abuse, handicapping conditions, disruptive behavior leading to early involvement with the criminal justice system, and unstable home environments. Others may lack the knowledge to find a job, the contacts to help them into the work world, basic reading and writing skills, or even an understanding of the behavior that most employers require. It is this high risk segment of the youth population that is targeted in this third issue of the **NAB Clearinghouse Quarterly.**

Society pays a high price for youth unemployment. A recent New York City report estimates that the annual cost to the city for an unemployed young person is $1,000 per youth, which does not include the costs of the criminal justice and social service systems. Beyond its cost implications for public sector budgets, youth unemployment translates into a critical and costly shortage of qualified entry-level employees who must still be trained in basic reading and writing skills. For example, AT&T spends $6 million a year to train 14,000 employees in basic writing and arithmetic during office hours.

In recognition of the high costs of youth unemployment to individuals, businesses, and society, youths receive special attention under the Job Training Partnership Act (JTPA) of 1982. It offers business, government, and education an unprecedented opportunity to work together to resolve the high rate of youth unemployment. Title IIA of the Act requires that at least 40% of available funds be allocated for youth. Other provisions of the Act allow up to 10% of program participants to be above the income limitations if they have other barriers to employment. In addition, Section 202 (b) (3) B permits states to provide incentive grants to service delivery areas (SDAs) for programs exceeding performance standards including incentives for serving "hard-to-serve individuals."

However, in spite of incentives to serve young people, widespread reports indicate that program operators are having difficulty spending their allotted money. In the 1984 National Alliance of Business survey of 576 SDAs (out of a total of 593), almost half (270 or 48%) reported having difficulty spending 40% of their Title IIA funds for

youth. Sixty of the 270 SDAs (22%) that were having difficulty were required to meet spending levels higher than the 40 percent overall goal of JTPA. However, 76 of the 270 SDAs (28%) having difficulty had spending requirements of less than 40 percent. Interviewees in the SDAs having difficulty cited low youth program costs as the most common cause of the low youth expenditures (31%). This was followed, in order of frequency, by lack of stipends (30%), slow program start up (28%), and inadequate marketing (22%). Targeting provisions in JTPA direct private industry councils (PICs) to serve school dropouts in relative proportions, however, data from the nine-month period show poor performance here as well.

Lessons From Experience

Erik Butler, director of Brandeis University's Center for Public Service, summarized the following "lessons from experience" as the most effective program approaches to serve at-risk youths.[1]

Longer-term projects produce more lasting results. Short-term efforts, such as job-club projects that concentrate exclusively on a brief, intensive period of pre-employment counseling, may yield striking placement numbers in the short term, with these positive results tending to evaporate after six to 18 months.

A combination of training and academic assistance works best. Work experience, or any other specific job-related intervention does not alone adequately meet the broad range of needs presented by dropouts and other at-risk youths, and therefore has limited effectiveness. The best long-term gains result from programs that provide a comprehensive variety of assistance, interventions, and training approaches.

The academic factor is critical. Training in basic academic skills, especially for dropouts or likely dropouts, is essential. Academic remediation, when combined as part of a comprehensive system of academic and skill training, is the single factor most likely to reduce joblessness and increase earnings potential over a person's lifetime. Making academic remediation a condition for placement assistance is an especially effective approach.

The process must be individualized. Self-paced training is more expensive, but it produces substantial payoffs. Use of computer-assisted approaches improves the results even more dramatically. The goal is to allow participants to improve their skill levels progressively, at their own pace.

The most effective programs are based upon a collaborative effort. Establishing a collaborative relationship among schools, job trainers, and private employers should be the first step taken in developing training programs.

These "lessons from experience," are drawn from 20 years of youth programming under the Manpower Development and Training Act (MDTA), The Comprehensive Employment and Training Act (CETA), and the Youth Employment Demonstration

---

[1]in Jobs Watch Alert, August 1983. Published by the Center for National Policy Review, Catholic University, Washington, DC 20064.

Projects Act (YEDPA), all dedicated to identifying the causes of and finding solutions to the problem of youth unemployment. Especially important were the Youth Incentive Entitlement Pilot Projects (funded under YEDPA) which helped make the crucial distinction between employment (the actual possession of a job) and employability (the skills necessary to obtain and retain a job) in youth programming. This set the stage for the inclusion of employment competencies in JTPA.

Competencies include activities such as basic work maturity skills or increases in reading and computation levels which might help a young person ultimately return to school or attain a private sector job. According to section 106(b) (2) of JTPA, employment competencies if adopted locally, must be "recognized by the PIC." The PIC involvement in determining youth competencies is an effort to ensure that competencies attained will be appropriate for jobs in the local area and that the young people who reach those competency levels are, in fact, work-ready as defined by local employers.

Although these ideas are not new to youth employment training programs, JTPA is the first legislation to fully integrate them; what is new, however, is JTPA's greater flexibility and fewer restrictions.

The ten **Bulletins** in this issue of the **NAB Clearinghouse Quarterly** exemplify these "lessons from experience".

Highlights of the Bulletins

Each Bulletin demonstrates how long-term training, work and academic experience, and individualized training operates in functioning programs. To further assist SDAs to serve at-risk youths, the **Bulletins** also provide ideas for marketing youth programs, innovative ways to compensate participants for lack of stipends, and strategies to involve the business community.

The Financial Services Academy of the Regional Youth Employment Council of Portland, Oregon (Bulletin #N4-585) is one example of business input in job training programs for hard-to-serve youths. Academy classes prepare students for careers in banking, accounting, insurance, real estate, tax preparation, and investments. A committee of industry representatives developed the financial services curriculum. The business community also donates equipment, office supplies, and forms. Each Academy student is assigned a mentor from a local firm and works in summer and part-time positions in these companies. The financial services community of Portland actively supports this program because it provides them with a steady source of trained workers who are job ready as defined by their standards. The schools, on the other hand, benefit by being able to attract students who perform better, attend classes regularly, and are motivated to learn.

Program operators interviewed for this **Quarterly** frequently cited the lack of child care, transportation and appropriate work clothing as particular problems for program participants. The Network program in Oakland, California (Bulletin #N4-587) resolved two of these problems by arranging for child care at local child care agencies, and by providing interns with free city transportation passes.

To assist participants who lack proper clothing to wear on the job, the Job Skills Training and Employment program in Baltimore (Bulletin #N4-586) initiated a used clothing store with the staff from the Harbor City Learning Center. The store is located on school premises and staffed by program participants who volunteer to work during the lunch hour. Besides providing affordable clothes, the store gives trainees valuable clerical and merchandising experience. Profits go to a fund used to provide bus and lunch money to needy trainees.

Labor market information is crucial to developing viable marketing and outreach strategies. The Quinebaug Valley Youth Service Bureau (QVYSB), (Bulletin #N4-588), a rural program for disadvantaged youths in Connecticut, surveyed 30 of the largest companies in the area. The survey revealed that local firms would support an on-the-job training program for disadvantaged youths if paperwork could be kept to a minimum and if the program staff was available to help when problems arose on the job. To meet these conditions, QVYSB staff tailor all contracts to the company's needs and do all the paper work so that the employer has only to read and sign the papers. Furthermore, the staff visits or calls the employer or participant every week to check for problems and makes site visits as soon as problems arise. The program also runs a 24-hour crisis intervention hot-line which is especially useful when problems occur on the evening shift. These activities insure that, instead of rejecting a young person outright who walks in to apply for a job, business people will know that QVYSB can get him or her job ready, share training costs, and offer tax benefits to employers.

Other Resources

Over 40 references in the annotated bibliography in this edition of the **Quarterly** provide the reader with additional sources of youth programming information. The three book reviews highlight the opportunities available under JTPA to shift from an employment outcome to an employability outcome.

For further information and assistance regarding programs and strategies for hard-to-serve youth, NAB offers the following services:

- The NAB Clearinghouse Database contains hundreds of youth program descriptions and other resources in the employment, training, education, and economic development fields. These materials include replicable model program descriptions, brief descriptions of new or innovative program initiatives, summaries of WorkAmerica articles, and abstracts of the best known and most respected works from all sources in employment-related fields.[2]

[2]Database searches and copies of the resulting abstracts are provided free to PICs and other JTPA administrative entities and grant recipients, and to state councils and state managing agencies. The fee for other agencies and organizations is $25.00, payable upon invoice. For further information contact Helen White, National Alliance of Business, 1015 15th Street, N.W., Washington, DC 20005, Telephone 202/289-2910.

- NAB customized training and technical assistance on youth employment competencies assists in planning, implementing and reviewing youth competency systems. Training for PIC members on general concepts is also available.[3]

- NAB training on youth program design to help PICs implement exemplary youth program models and link summer with year-round program activities.[3]

[3]For further information contact Steven Pines, National Alliance of Business, 1015 15th Street, N.W., Washington, DC 20005, Telephone 202/289-2916.

Bulletins

Juvenile Resource Center, Inc.
Camden, New Jersey — Page 8

Job Readiness Youth Project
Montgomery, Alabama — Page 12

Regional Youth Employment Council
Portland, Oregon — Page 16

Job Skills Training and Employment Program
Baltimore, Maryland — Page 21

Network
Oakland, California — Page 25

On-the-Job Training Program
North Grosvenordale, Connecticut — Page 29

Program to Reach Employment Potential (PREP)
Dayton, Ohio — Page 33

New Horizons
Richmond, Virginia — Page 37

Innovative Military Program and Career Training (IMPACT)
Milwaukee, Wisconsin — Page 41

The Store Program
Tacoma, Washington — Page 44

National Alliance of Business

Bulletin

#N4-583 November 1984

JUVENILE RESOURCE CENTER (JRC), INC., Camden, New Jersey

OPERATOR Juvenile Resource Center, Inc.

SUMMARY The Juvenile Resource Center offers educational, counseling, and vocational services to high risk youth referred to the program by various juvenile justice agencies or the Child Study Teams of the Camden city and county school systems. Most have committed serious crimes; many are multiple offenders. Participants attend alternative education classes at the center while working part-time in private, non-subsidized jobs. The program receives strong financial and in-kind support from corporations, foundations, and organized labor, as well as funding from a variety of local, state, and federal government sources.

RESULTS October 1, 1983-September 30, 1984: 162 enrolled; 131 employed in private sector, non-subsidized jobs.

Exact completion figures are not available, but about 20 percent do not complete, usually because of further problems with the juvenile justice system.

FUNDING October 1, 1983-September 30, 1984

$163,795	Job Training Partnership Act (JTPA), Title IIA
143,565	State Division of Youth and Family Services (DYFS)
25,375	State Department of Education
201,000	Local boards of education
86,742	New Pride Grant from U.S. Department of Justice
15,250	Camden County
75,446	Corporations, foundations, unions, churches, small businesses, and individuals
$721,173	Total

Major corporate and foundation contributors include the Campbell Soup Company, Radio Corporation of America, Subaru of America, Gannett Foundation, Metropolitan Life Foundation, and the Public Welfare Foundation. Additional contributions come from the International Brotherhood of Electrical Workers, the Amalgamated Meat Cutters, and the United Way, among others.

In-kind Contributions. Marketing personnel from the Campbell Soup Company advised on product selection in the JRC-operated restaurant and bakery. A

local greenhouse operator and the superintendent of Camden County Parks consulted on greenhouse operations. In addition, IBM donated eight Selectric typewriters for use in the Mission Employable program. Finally, local employers attend quarterly job fairs to talk with trainees about such things as how to survive in the world of work and job openings and career opportunities in their firms.

TIME SPAN 1977-present

OUTLINE

Background The JRC began in 1977 as a pilot program under the Comprehensive Employment and Training Act. It offered a way to meet the needs of young people in serious trouble with the law, most of whom were school dropouts with no place to go except jail or the streets. Young people entering the program are chronic trouble makers, who not only have been rejected by society and often by their families, but have also given up on themselves. As a result, they lack the external support and self-motivation to pursue help through six or seven different social service agencies. The JRC program provides a variety of educational, counseling, and vocational training services, in one place. Since 1978, the JRC has been a private, not-for-profit organization funded by a variety of private and public sources. In 1980, the center supplemented its educational and counseling services with an entreprenuership program, which gives participants hands-on training at three JRC-owned businesses: a greenhouse, a bakery, and a lunchroom.

Recruitment Assessment, and Selection A number of organizations refer young people to the program, including the Probation Department, the Family Intake Unit of the state Division of Youth and Family Services, the Juvenile Court, and Child Study Teams (consisting of a psychologist, a psychiatrist, a social worker, and a learning disabilities teacher) of the local school districts. At a counseling intake session JRC counselors interview those referred to assess their suitability for the program. Staff members then test candidates for math, reading, and vocational interests and aptitudes. The program admits anyone for whom it has space, except those judged too violent even for JRC. (Counselors rejected about 5 percent of the nearly 3,000 referred in the last seven years for that reason.)

Trainee Profile Participants range in age from 16 to 18; 60 percent are black, 30 percent are white, and 10 percent are Hispanic. Of these, 70 percent are male and 30 are percent female; about half are single parents. Many are in trouble with the law for serious crimes, such as breaking and entering, rape, theft, burglary, aggravated assault, and armed robbery.

Orientation Participants attend a two-day orientation for five hours per day. In groups of 12 to 18, new enrollees learn the rules for attendance, punctuality, and dress; the prohibitions on sale and use of drugs; and the consequences for infringing these rules. They also learn how to earn points for positive behavior, such as completing their work on time, helping other participants, attending regularly, and being punctual.

Goal Setting Following orientation, participants spend five hours per day for five days in Mission Employable sessions. Here problem solving exercises prepare the young people, most of whom are hostile and distrustful, to work together and with the staff toward a common goal. On the third day, they meet the world

of work. Classroom and hands-on sessions teach them to set realistic goals and not to expect to start at the top. They also learn how to dress for a job, write resumes, call employers, and set up interviews. Mock interviews, often conducted by local business representatives, are videotaped and critiqued by the group. Two or three trainees usually find jobs by the end of the Mission Employable week. The others return after school to use the phone banks and continue their job search until successful. About 70 percent find jobs by the time they complete the JRC program.

Curriculum

Upon completion of Mission Employable, each trainee receives an individual training schedule. Depending upon the trainees' educational level, they attend classes in adult basic eduation (ABE), graduate equivalency diploma (GED) preparation, or the alternative high school. For six to eight months students in ABE classes spend three hours per day, five days per week studying reading, math, social studies, science, and, if needed, English as a Second Language. Those who need it also receive one-on-one tutoring. Trainees in GED preparation study the same subjects as the ABE students, but they work at a higher level. GED classes also emphasize math, vocabulary, and test-taking skills more than do the ABE classes. Morning, afternoon, and evening sessions allow both ABE and GED students to attend classes at times that do not conflict with their work schedules. In 1983, 48 participants earned the GED.

Students enrolled in the alternative school attend classes from 8:30 a.m. to 2:00 p.m. for five days per week, as they would in any high school. They take the usual high school subjects, such as English, social studies, foreign languages, history, and physical education, for which they use the gym at the Camden YMCA. Most spend from two to three years at the alternative school, where each year about 30 percent of those enrolled in the school receive their high school diploma.

Life skills training teaches participants personal survival skills, such as managing personal income, opening checking and savings accounts, establishing credit, computing income tax, and buying a car. Trainees also learn about investments, insurance, and the cost of housing. A practical exercise requires them to go to the supermarket, compare prices, buy groceries, and cook a meal. Not all participants take Life Skills; the Division of Youth and Family Services refers some specifically for this course; JRC teachers and counselors refer others when they see a need. The course goal is to equip the young people to survive on their own; usually their families have rejected them, and they have no one but themselves on whom to depend. Each year 25 to 30 participants spend two and a half hours per day, four days per week, for six months in these classes while also attending ABE, GED, or alternative school classes.

Entreprenuerial Projects

Since 1980 JRC has opened three businesses: The Lunch Box, a downtown lunchroom near city hall; Perfect Pastries, a bakery; and The Plant Company, a greenhouse. Here selected participants get classroom and hands-on training in the operation of these enterprises. All are owned by the JRC and managed by professionals employed by the center. JRC counselors select potential participants for the entreprenuerial projects; the managers of the individual businesses then interview the applicants and decide whom to hire. Participants work 20 hours per week for an average of six months and receive about one hour of classroom training for every five hours of hands-on work.

They earn $3.35 per hour at entry level; and as in any business, those who do well receive a raise; those who fail are fired. Most attend ABE, GED, or alternative school classes while working part-time in the JRC businessees.

Counseling Participants meet individually once a week for at least an hour with a staff counselor, who helps them schedule classes, monitors their school work, counsels on behavior problems, and helps work out personal problems, such as parental rejection or dealing with peers who are still on the streets committing crimes.

Placement Participants find their own jobs, using skills learned in Mission Employable sessions. They earn $3.35 to $4.50 per hour working in such jobs as food service workers, maintenance workers, cashiers, landscapers, or service station attendants. Many return to use the phones and consult the vocational counselors when they quit or are fired from their first jobs.

PROGRESS The program operator plans to open a second lunchroom, the Lunch Box II, and another greenhouse in the near future and hopes soon to open a day care center for participants' children.

PROBLEMS One problem has been a school attendance rate that fluctuates between 72 and 85 percent and a recidivism rate that hovers around 20 percent. Another problem is high staff turnover. It takes a special kind of person to work with serious offenders: one who can be fair but firm, is not afraid of confrontations, and is able to see the young person as a potentially productive citizen rather than a victim to be pitied.

A further problem, the reluctance of many employers to hire high-risk youth, often makes placement difficult. The entreprenuerial projects help solve this problem, not only by hiring participants, but also by giving them something to include in the "previous employment" section of their resumes.

Finally, the lack of a positive support system is a handicap for many participants who, rejected by their families and with no one to turn to except their peers, are still committing crimes.

HINTS FOR SUCCESS

- Deal firmly but fairly with participants. They need discipline, but they also need to know that someone is on their side.
- Be straight forward about who your clients are. The JRC staff makes sure that all neighborhood businesses know that its clients are high-risk youth.
- Whenever possible, use the media to publicize your program. Publicity informs potential funding sources of your program, its successes, and its needs.

PUBLICATIONS Descriptive brochures available upon request from the program operator.

CONTACT

Stella Horton
Executive Director
Juvenile Resource Center, Inc.
315 Cooper Street
Camden, NJ 08102
(609) 963-4060

National Alliance of Business

Bulletin

#N4-584

November 1984

1984 NAB AWARD WINNER

JOB READINESS YOUTH PROJECT, Montgomery, Alabama

OPERATOR Central Alabama Opportunities Industrialization Center (OIC), Inc.

SUMMARY The Central Alabama OIC Job Readiness Youth Project offers hard-to-serve rural and urban youth up to six weeks of pre-employment training and individualized counseling. The program receives active support from the chamber of commerce and from local firms, which not only hire graduates but also donate funds and services. The Central Alabama OIC will use a $400,000 grant from the Economic Development Administration and a $100,000 grant from the State of Alabama to build a new facility that will include a day-care center, thus eliminating a major barrier facing the many single parents in the program. The placement rate exceeds 96 percent for graduates, who earn an average of $4 per hour in private sector, non-subsidized jobs.

RESULTS For October 1, 1983-June 30, 1984: 112 enrolled; 103 completed training; 99 placed.

For July 1, 1984-present:
77 enrolled; 55 completed training; 55 placed.

FUNDING $249,427 from Job Training Partnership Act (JTPA), Title IIA ($100,016 from October 1, 1983-June 30, 1984; and $149,411 from July 1, 1984-June 30, 1985)

$100,000 from the State of Alabama and $400,000 from the Economic Development Administration of the U.S. Department of Commerce, for a new building with classrooms, offices, and day-care facilities.

$25,000 donated by the City of Montgomery
$7,500 donated by Chesebrough-Pond's Inc.

Funds for an annual Christmas party and to buy gifts for staff and trainees were donated by First Alabama Bank, Union Bank, and AmSouth Bank.

In-Kind Contributions. The Coca Cola Company provides complimentary cokes at all OIC functions, such as the annual Open House, Thanksgiving and Christmas parties, and alumni picnics. The Montgomery Chamber of Commerce co-sponsors the annual OIC Big Buddy breakfast, attended by representatives of major area firms. The chamber also publicizes the program in its bulletins, citing success stories and urging members to hire participants.

In addition, companies such as Sears and J.C. Penney, as well as staff members and local citizens, donate clothes for trainees who cannot afford to dress appropriately for a job. Personnel managers from local firms give guest lectures about their companies and conduct mock interviews with trainees. Finally, each year four Vista volunteers supplement the OIC staff, teaching remedial math and English and driving trainees to and from job interviews when necessary.

TIME SPAN October 1, 1983-present

OUTLINE

Background The Central Alabama OIC is a branch of Opportunities Industrialization Centers of America, Inc., a nationwide organization that trains economically disadvantaged, high-risk youth, who live primarily in urban areas. When the Central Alabama OIC began in 1968, it was the first of the organization's centers to serve a primarily rural clientele, through satelite offices in the seven-county area around the city of Montgomery. Because the demand for farm labor has declined with the increasing mechanization of farm work, the Central Alabama OIC now trains for jobs in urban business and industry, though many participants still come from rural backgrounds. The center's executive director opened the first Central Alabama OIC office in a former pool room in Montgomery's poorest district, and in the beginning she was the sole staff member. $10,000 for rent and utilities came from Governor Wallace and First Alabama Bank donated $3,000 worth of typewriters. In 1969, Central Alabama OIC received its first federal funding -- $25,000 from the Economic Development Administration. The center now has a full-time staff of nine, plus four Vista volunteers.

Recruitment, Assessment, and Selection OIC staff distribute flyers throughout the neighborhood and advertise the program through radio and TV public service announcements. The most effective recruiters, however, are trainees and program graduates who publicize the program by word of mouth. The staff refers applicants to the State Employment Service, which certifies JTPA eligibility. The Employment Service staff sends eligible applicants to an assessment center, run under contract to the Office of Employment and Training of the state's Department of Economic Affairs. The assessment center staff determines whether applicants would qualify prospective employers for Targeted Job Tax Credits and then enrolls applicants in OIC job-readiness classes.

Trainee Profile Between October 1, 1983 and June 30, 1984, the program enrolled 85 women and 27 men, aged 16 to 21. Seventy-two percent of the women and 48 percent of the men were receiving some form of public assistance; 64 percent of the women and 14 percent of the men were single parents.

Training Overview The OIC Job Readiness Youth Project provides classroom training and individualized counseling for six hours per day, five days per week. The first group of 20 trainees enters job readiness classes at the beginning of each program year; thereafter, others enter the open-entry, open-exit program as vacancies occur. The maximum time a participant spends in job-readiness training is six weeks; the average is three weeks.

Orientation

In a brief orientation, the OIC staff explains what the program does and administers a competency test that assesses the trainees' general knowledge of the world of work. Those who pass then begin job-readiness training; those who fail spend five hours per week in individualized programmed-learning classes studying to pass the test. When ready, they take the test again; to date, no one has failed on the second try.

Classroom Training

Through discussion, role playing, and hands-on work, participants learn job search techniques, such as reading want ads, telephoning employers, and making personal visits. They also learn how to prepare resumes, cover letters, and applications, and are trained in interviewing techniques, including carrying a list of personal data when they apply for a job. Job survival training stresses punctuality, attendance, dress codes, honesty, following directions, taking criticism, keeping busy, and being friendly and cooperative. Career planning sessions encourage trainees to set realistic goals by recognizing their own abilities and limitations, such as lack of skills or health problems. However, trainees are taught not to be defeated by these limitations. Life skills training deals with budgeting for essentials, such as food, clothing, and housing; how to figure net income, balance a checkbook, and do income taxes; consumer education; and family planning. Finally, communication classes teach trainees the importance of using standard English and avoiding street talk on the job.

Placement

Two full-time job developers and the director work on placement. At the beginning of each program year, they send about 100 letters to potential employers, announcing the availability of job-ready workers and the number they are trying to place during the year. They also telephone or visit local firms. The chamber of commerce alerts OIC of new companies moving to the area, and the staff often stops at construction sites to find out what businesses are expanding or relocating. Each Monday morning the director and job developers meet to review the past week's work and plan for the coming one. Using graphs showing placement activity in preceding years, they can project when the high placement times occur and which firms are most likely to hire. When necessary, the staff hand carries applications to employers and drives trainees to the work site for interviews.

Since October 1983, the program has placed 154 hard-to-serve rural and urban youth. At entry-level the young people earn an average of $4 per hour in such jobs as cable wirers, moulders, assemblers, restaurant cashiers, waiters, stock clerks, construction workers, auto mechanic's helpers, and retail sales clerks.

Follow-Up

The first formal follow-up will occur in the fall. Informal follow-up calls to employers indicate a retention rate of 90 to 95 percent.

PROGRESS

OIC received a $400,000 grant from the Economic Development Administration in September 1984 for a 10,500 square-foot building with office and classroom space, as well as a new early childhood development center. The chamber of commerce has just announced plans to hire program graduates, thus expanding its already solid support of the program. As a result of OIC's success in helping high-risk youth, Trenholm Trade School has asked to set up an in-service program to assist Trenholm's staff in working with similar groups. In addition, the Alabama Rural Council, an organization supported by local churches, has asked OIC to advise some of its agencies which work with disadvantaged young people. Finally, the OIC director, who is a member of

the private industry council and the State Job Training Coordinating Council (SJTCC), will serve on an SJTCC committee to assess the performance of other state employment-related programs.

PROBLEMS Day care for trainees' children has been a problem, given the many single parents in the group. In the past, the staff has encouraged participants to call on the services of relatives; when two family members enroll, the staff suggests that one work a day shift and one an evening shift, so they can share child care tasks. However, the early childhood development center in the new building will eliminate this problem. Another problem is transporation for young people from the outlying counties. Rural Lowndes County runs a bus service that brings trainees to OIC for training and stops at the various work sites once trainees find jobs. In addition, the state Department of Education allows program participants to ride school buses going to area vocational schools.

HINTS FOR SUCCESS

- Impress on trainees the importance of listening to a supervisor, following directions, and accepting criticism on the job. Many program participants, with no experience in the world of work, resent what they see as a "bossy" attitude.

- Stress the importance of the dress code. The director walks in unannounced on the first day and deliberately antagonizes the trainees by criticizing their dress, hair, jewelry, and general appearance. The purpose is to make them realize the changes necessary before they can get and keep a job.

- Keep communication open between the staff and trainees. Trainees should not look to the staff to solve all their problems, but they should know that the staff will listen and advise.

- Inform the business community about your program. Local business people, besides hiring program graduates, may often offer funds and services.

PUBLICATIONS None.

CONTACT

Connie Harper
Executive Director
Central Alabama Opportunities
Industrialization Center, Inc.
3114 Caffey Drive
Montgomery, AL 36108
(205) 265-1594

National Alliance of Business

Bulletin

#N4-585 November 1984

REGIONAL YOUTH EMPLOYMENT COUNCIL, Portland, Oregon

OPERATOR Regional Youth Employment Council

SUMMARY The Regional Youth Employment Council brings together the Portland business community, the public school system, the Urban League, and the City of Portland, to upgrade the high school curriculum by making it more work-related. Three in-school projects at two high schools in Portland's lowest income districts serve mostly economically disadvantaged, minority young people, many of whom are potential school dropouts. Business people help develop the courses and in some cases deliver the training. In its first year the council was funded entirely by the private sector; now in its second year, it still receives most of its funds from private businesses and foundations.

RESULTS July 1, 1983-present: Jobs for Jefferson's Graduates -- 18 enrolled; 13 completed training; 11 placed in private sector, non-subsidized jobs.

Partnership Project: 35 enrolled; 32 still in project.

Financial Services Academy: 30 enrolled, 27 still in project.

FUNDING July 1, 1983-June 30, 1984: $55,000, all in private sector contributions ranging from $1,000 to $10,000.

July 1, 1984-June 30, 1985: $162,000 from private and public sources, including: $42,000 matching grant from the Public Welfare Foundation, matched by $42,000 in private business contributions; $38,000 Job Training Partnership Act (JTPA), Title IIA; and $19,000 from the Edna McConnell Clark Foundation, $24,000 from the Urban League of Portland, and $7,000 from the Portland Public School System.

Major business contributors include U.S. Bancorp; Standard Insurance Company, Inc.; Northwest Natural Gas; Omark Industries; Tektronix, Inc.; First Interstate Bank; Nerco Inc.; Pacific Power and Light; Pacific Northwest Bell; and Red Lion Inns.

In-Kind Contributions. Burger King donated office space for Council staff; and several local businesses donated all office furniture equipment, supplies, postage, and printing. KOIN television station designed the council's logo and letterhead; a consulting firm helped set up a filing system; an accounting firm designed the accounting system; and the Portland Chamber of Commerce acts as fiscal agent, handling payroll and audit at no cost to the council.

TIME SPAN July 1983-present

OUTLINE

Background

In Portland, with one of the nation's highest unemployment rates, youth unemployment exceeds 25 percent; and minority youth unemployment approaches 64 percent. In 1983 a group concerned with this high rate of unemployment began discussing ways to resolve this problem. The group included personnel managers from local businesses; the school superintendent; and the executive directors of the United Way, the Chamber of Commerce, and the Oregon Community Foundation, an umbrella organization for foundation and business funding of social service activities. The group agreed that this problem demanded more business involvement in program planning and development and that no existing organization could serve as a focus for the involvement.

To meet this need, the group formed the Regional Youth Employment Council, funded by private contributions and headed by the vice-chairman of U.S. Bancorp. The council's purpose is to coordinate private sector expertise, money, and other resources to help the public schools better prepare their students for the world of work and to develop work experience opportunities for program participants. Legally, the council is a committee of the Portland Chamber of Commerce Charitable Institute, Inc., a position which allows it to have non-profit status. Local business people actively support the program for several reasons: they understand the relation between economic development and a well-trained work force; they find many high school graduates ill prepared for work; and they believe that participation in community service programs makes for better, more well-rounded employees.

Recruitment, Assessment, and Selection

The program operator develops a profile of the kind of students needed for the different in-school projects. The profile may include income, school grades, achievement levels, attendance records, and ethnic background. Council staff then work with school counselors to develop a pool of students eligible for the various programs, take applications, and select those who best match the profile. Serious behavior problems or a heavy schedule of sports or other extracurricular activities, are the major reasons for rejecting otherwise eligible sudents. At an evening meeting of selected students and their parents, staff explain the program and ask parents to sign an agreement to insure that their children will attend all required activities.

Trainee Profile

Those selected are 15 to 18 years old, 55 percent male and 45 percent female. Seventy-five percent are black or Asian. Because the program operates in Jefferson and Grant high schools, both in Portland's poorest neighborhoods, 75% of the participants are estimated to be economically disadvantaged.

Training Overview

The Regional Youth Employment Council offers three programs to prepare high school participants for entry-level work: Jobs for Jefferson's Graduates and the Financial Services Academy (both at Jefferson High School), and the Partnership Project at Grant High School.

Jobs for Jefferson's Graduates. Jobs for Jefferson's Graduates is part of a pilot program to revitalize and expand career education in the Portland public schools. Only seniors may participate in the program and enroll near the end of the senior year. They spend two hours per day, three days per week, for

five weeks in after-school classroom and hands-on training. Here they learn to write resumes and cover letters and to fill out applications. Six personnel specialists from local firms review each resume and cover letter and give the students written evaluations of each one. Students also learn how to assess what is important to them and what careers will most likely meet their needs; how to use labor market projections of job availability to choose a career; how to turn an entry-level job into a stepping stone to a better position; and the importance of initiative, attendance, punctuality, and social skills, such as speaking, listening, and conflict resolution. During the last week, classes meet at downtown businesses, where students can see the different working environments and meet company representatives, who at the same time can assess the students as possible employees.

The director and his assistant follow up with employers regarding job openings and get commitments for preferential hiring of program graduates. They then interview likely candidates, which gives the students interviewing practice and allows the staff to refer students to the most suitable jobs.

The Partnership Project. The Partnership Project helps juniors and seniors who are potential dropouts get their diplomas and find jobs that provide opportunities for advancement. The four-step program includes the following:

1. Pre-employment training. At the beginning of the summer, participants spend five hours per day, five days per week, for three weeks in pre-employment training. Here students learn in classroom and hands-on sessions (using a competency-based curriculum) life management and job search skills such as how to open a checking account, get credit, arrange transportation, write resumes and cover letters, call employers, and interview. Participants also learn about the local business community including types of businesses, where they are located, the range of occupations they offer, career ladders, and chains of command.

2. Summer work experience. After pre-employment training, participants work four to six weeks in full-time summer jobs, where they earn an average of $3.75 per hour as office and retail sales clerks, tellers, cashiers, and machine repair workers.

3. Special English and math classes. Once the school year begins, students in the Partnership Project take special English and math classes, where the work-related curriculum emphasizes skills needed on the job. These classes take the place of regular high school English and math courses.

4. Part-time, after-school jobs. While attending school, participants work an average of 15 hours per week in part-time jobs, some of which are continuations of summer jobs.

Financial Services Academy. In partnership with the Urban League of Portland, the three-year program of the Financial Services Academy is a school within a school. Participants begin in their sophomore year and, as a group, take special classes in English, math, and financial services. Their other courses are part of the regular high school curriculum. Academy classes prepare students for careers in banking, accounting, insurance, real estate, tax preparation, and investments. Work focuses on business-related English and math, as well as the theory and practice of operating computers and other

business machines. Students learn keyboard skills, data entry, information retrieval, word processing, and the use of computers to process financial information. When students reach their junior year, each one is assigned a mentor from a local firm. The mentor encourages them to work summers and part-time during the school year in the financial industry.

The financial services curriculum was developed by a committee of industry representatives from U.S. Bancorp, Standard Insurance Company, Far West Federal Savings and Loan, First Interstate Bank, and the accounting firm of Deloitte, Haskins, Sells, Inc. The business community also donates equipment and office supplies, and forms to the Finanicial Services Academy.

Business Involvement Portland business people actively support all three council programs, by hiring graduates and by donating money, supplies and equipment. They also advise on development and modification of the curriculum to make it more work-related; lecture on careers available in local companies; conduct pre-employment training sessions, including mock interviews; and evaluate resumes and cover letters.

PROGRESS In a major step forward, the Council succeeded in convincing Jefferson and Grant high schools to accept the business community's advice in revising their curricula. Business support is also increasing: The 40 or so companies and 100 business people now participating will probably double by the end of the 1984-85 school year. In addition, the students are increasingly dedicated, as shown by increased attendance and decreased dropout rates.

PROBLEMS Most of the problems arise from the cooperative nature of the program, which demands that business, education, and social service organizations work together. Breaking down each group's stereotyped notions of the others takes a great deal of time, for example, as does persuading an entire school faculty to support integration of new programs into the curriculum. School staff changes have also posed problems when, for instance, a key administrator who supported the program was transferred. Insuring that each partner meets its commitments has been a challenge. For example, the Council has had to make sure that businesses provide promised work opportunities and that the school system allocates promised space and equipment.

HINTS FOR SUCCESS

- o Find people in participating organizations who are committed to the project and can insure that their organizations will deliver promised goods or services.
- o Develop a strong working relationship among these people.
- o Insure that each partner benefits from program participation. Business, for example, gets trained workers; schools get students who perform better, are more highly motivated, and attend classes regularly.
- o Insure that each partner's pledged aid reflects what it is best qualified to offer. Business leaders can advise on what kind of math to teach, but professional educators know best how to teach math.
- o Publicize your project. Publicity brings money, expertise, and other resources

PUBLICATIONS None

CONTACT

Tom Nelson
Executive Director
Regional Youth Employment Council
627 Northeast Halsey
Portland, OR 97232
(503) 287-5627

National Alliance of Business

Bulletin

#N4-586 November 1984

Job Skills Training and Empioyment Program (JSTEP), Baltimore, Maryland

OPERATOR Youth Service USA--Baltimore, Inc. Also involved: Baltimore Office of Manpower Resources, Baltimore Public School System, and the Department of Defense (Maryland National Guard, Defense Contracts Administration Service Management Area, Veterans' Medical Center, and Adjutant General's Publications Center).

SUMMARY The Job Skills Training and Employment Program (JSTEP) gives economically disadvantaged high school dropouts 40 weeks of classroom and hands-on training in automotive repair, plumbing, word processing, carpentry, and computer operation. Trainees alternate at two-week intervals between high school courses at a Baltimore alternative learning center and hands-on training provided by personnel at Department of Defense installations in the Baltimore area. The individualized training -- one instructor to one trainee -- is patterned on the standard military on-the-job training (OJT).

RESULTS 120 enrolled; 78 completed training; 74 placed in unsubsidized employment.

TIME SPAN August 1, 1983-present

FUNDING August 1, 1983-July 1, 1985: $400,000 from Job Training Partnership Act (JTPA), Title IIA. Under a performance contract the program operator receives 75 percent of the total cost, paid in three installments, by the time participants complete training. The remaining 25 percent is paid upon placement.

In-Kind Contributions. The Defense Department installations donate facilities, trainers' time, tools, and supplies for hands-on training. In addition, the Maryland Army National Guard donated surplus old-style work uniforms when Guard members were issued new uniforms.

Classroom space in the Harbor City Learning Center is provided by the Baltimore Public School System through the Baltimore Office of Manpower Resources.

Additional help comes from local firms such as Martin Marietta, which identified potential employers among the firms it does business with; Automatic Retailers of America, a food-service organization, which provides food for luncheon meetings; and Gadgets, a local restaurant, which hosted a dinner for participants following a job fair.

OUTLINE

Background

Youth Service USA, the parent organization of Youth Service USA-Baltimore, Inc., began in Memphis, Tennessee, in 1963 as a way to motivate economically disadvantaged high school dropouts for productive recreational, educational and employment pursuits. In the late 1960s, the Department of Defense agreed to allow base personnel at the Millington Naval Air Station to provide job skills training on site for Youth Service participants. The program then spread to other Tennessee cities, and in August 1983 the first Youth Service USA operation outside of Tennessee began in Baltimore.

Recruitment, Assessment, and Selection

Local community-based organizations refer prospective participants to the two Service Centers of the Baltimore Office of Manpower Resources. The Service Centers screen for JTPA income eligibility and then refer eligible candidates to the Harbor City Learning Center, an alternative education facility where high school dropouts can take general equivalency diploma (GED) courses or regular classes leading to a high school diploma.

Harbor City staff assess applicants for eighth-grade reading and sixth-grade math skills. Those who qualify enroll at Harbor City, which then refers them to Youth Service USA-Baltimore, Inc. The Youth Service staff assess career interests, along with mechanical and vocational aptitudes, and match the candidate to the training opportunities provided by local defense installations.

Trainee Profile

The program has enrolled 120 high school dropouts, aged 19 to 23; 43 percent are male and 57 percent are female. Ninety-seven percent of the participants are black.

Training

The 120 trainees are divided into two groups of 60 each. One group spends two weeks in classroom training at Harbor City Learning Center while the other does hands-on work at a military facility. The groups then switch places and continue throughout the 40-week school year, alternating at two-week intervals between classroom and hands-on work.

Trainees are not paid for time spent in the classroom but do receive $2 per hour for hands-on work.

Orientation. A three-day orientation familiarizes participants with the program, what it offers, and what it expects from participants. Trainees learn about the relationship between Youth Service USA-Baltimore, Inc., and Harbor City Learning Center, the Baltimore Office of Manpower Resources, and the Department of Defense. The orientation also covers rules for attendance and punctuality, how to get to work on the bus, safety procedures on the job, grooming standards, the importance of a cooperative attitude, and details about such things as coffee breaks, lunch hours, and pay schedules. The staff emphasizes during orientation that completion of training increases one's chance of finding a job, but does not guarantee that option.

Classroom Training. In alternating two-week sessions, trainees spend six hours per day, five days per week, for 40 weeks taking courses in English, science, math, and other high school subjects at Harbor City Learning Center. These courses, taught by certified teachers in the Baltimore public school system, lead to a regular high school diploma or a GED.

Hands-On Training. Between classroom training sessions, participants receive two weeks of hands-on training in such jobs as PBX switchboard operator, automotive repair worker, photographer, food service operator, CRT operator, carpenter, plumber, clerk typist, key punch operator, word processing operator, patient aide, and library aide.

On the first day of hands-on training, the site commander welcomes the group and introduces the training supervisors, all of whom are Department of Defense personnel, including both active duty and reserve members of the Maryland National Guard. A Youth Service counselor then escorts each trainee, with the supervisor, to the job site. Thereafter, participants receive six hours of training per day for five days per week. The one-on-one training is patterned on standard military OJT; one trainer works with one program participant.

Counseling. During the two-week hands-on sessions, trainees spend four hours per week in group counseling with Youth Service USA counselors, who visit the work site to teach life skills as well as job search and job survival skills. Trainees learn about income tax, resume writing, how to get along with supervisors and co-workers, how to open a checking account and manage money, and how to move up on the job.

Personnel representatives from local firms conduct mock interviews and talk about job opportunities in their organizations.

Placement. Upon completion of their 40-week training, some participants find jobs on their own; others pursue openings in the job bank developed by Youth Service USA job developers. In either case, the staff helps trainees write resumes, get letters of recommendation, and prepare portfolios of work samples.

Graduates earn an average of $4 per hour in such entry-level jobs as auto repair worker at Jiffy Lube, fabrication bonding operator at Martin Marietta, carpenter with the Maryland National Guard, receptionist with the Baltimore County Black Business Alliance, and security guard at STOP Investigative Services.

PROGRESS

Since the time of placement depends upon when a trainee completes his or her high school or GED work, not all are placed at the same time. Of the 39 who have been employed for at least 30 days, 37 are still working. One quit for a better job, and one joined the Maryland National Guard.

When some trainees did not have a wardrobe that would allow them to conform to the dress code at military installations where they did hands-on work, the program staff and teachers at Harbor City brought in used clothing to give them. From these beginnings developed a used clothing store, a joint project of Youth Service USA-Baltimore, Inc., and the Harbor City Learning Center. The store, open during the noon hour, is located on school premises and staffed by program participants who volunteer to work during their lunch break. Besides providing affordable clothes, the store is an opportunity for trainees to gain valuable clerical and merchandising experience. Needy trainees may borrow bus and lunch money from a fund supported by the store's profits.

PROBLEMS

Instilling the work ethic and a sense of confidence and self-worth in trainees remains the program's chief challenge. Trainees have little experience getting up early for a job or understanding the importance of volunteering for tasks not in their job descriptions. The program operator is solving this problem with a series of noon-hour inspirational talks by successful people like Wes Unseld, former Washington Bullets basketball player and now vice-president of the Capitol Centre, a sports and entertainment center near Washington, DC.

HINTS FOR SUCCESS

- Try to find organizations that can provide hands-on training. The military is not the only source of such help.
- Use a performance contract. It encourages the program operator to produce.
- Devise ways to help trainees who lack proper clothes, bus fare, or lunch money.
- Where possible, place participants in hands-on training that matches their interest and aptitudes.

PRODUCTS AND PUBLICATIONS

Youth Service USA in Baltimore (brochure), available upon request from the program operator.

CONTACT

Colonel Harold Yaskovich
Executive Director
Youth Service USA-Baltimore, Inc.
4801 Liberty Heights Avenue
Baltimore, Maryland 21207
(301) 542-0700

National
Alliance of
Business

Bulletin

#N4-587 November 1984

Network, Oakland, California

OPERATOR Network, Oakland, California

SUMMARY Network's non-profit youth program depends upon formal and informal relationships among Oakland businesses and foundations and the Vista Downtown Business Education Center. Oakland residents, aged 17 to 26, learn employability skills, review basic math and English, and participate in clerical training. This 16-week training program prepares participants for entry-level jobs. One of the program's essential features is its mentoring system which matches pairs of business people with small groups of interns for weekly, two-hour meetings.

RESULTS Five 16-week program cycles have been completed: 235 participants enrolled; 185 completed training; 158 placed.

FUNDING June 1, 1984-May 31, 1985: $420,000 total from the following contributors; Alcoa Foundation, The San Francisco Foundation, Citicorp Savings, William Flora Hewlett Foundation, Kaiser Health Plan Foundation, Pacific Bell, San Francisco Foundation, Wells-Fargo Bank, The Clorox Company, James Irvine Foundation, Sea-Land Service, Inc., Equitec, First Interstate Bank, and Consolidated Capital. A fundraiser sponsored by Sea-Land Service Inc. brought in 60 additional contributors.

COST Per enrollee for 1983-84: $3,500

TIME SPAN June 1982-present

OUTLINE

Background Begun in the Spring of 1982 as a two-year pilot, Network received initital funding from Sea-Land Service, Inc., R. J. Reynolds Industries and The Gannett Foundation. Now in its third year, the program has established credibility with the private sector, enabling it to expand its number of financial contributors.

To be eligible for participation in Network, applicants must be residents of Oakland; range in age from 17 to 26; be either unemployed or underemployed; be able to participate eight hours a day, five days a week; and be legally able to work in the United States.

Outreach/ Recruitment

Local community-based organizations refer trainees to Network. Articles and advertisements in local newspapers, public service announcements on local radio stations, and regular presentations to neighborhood churches, public schools, and community colleges stimulate business interest and participant enrollment.

Trainee Profile

In five program cycles 235 participants were served: 76 percent black; 8 percent Asian; 8 percent white; 6 percent Hispanic and 2 percent American Indian; 129 females and 106 males. Most participants were between 20 and 22 years old.

Program Staff

The full-time staff consists of an executive director, an administrative assistant, a clerk typist, two in-house instructors, a tutorial coordinator, a job developer, and one person conducting training modules for employers. A fiscal officer, and a documentation/evaluation specialist work part-time.

Mentoring

Network uses two types of mentors. Program mentors are representatives of client companies who provide information and advice which the staff uses to design and refine Network's programs. Company representatives who become personal mentors serve as role models and offer interns one-on-one contact. Network matches personal mentors with interns; they meet every Friday for one to two hours to discuss the interns' concerns and the transition to the private sector.

Network recruits mentors from companies which represent potential employment for interns, or support for Network activities. Mentor turnover is staggered, assuring a core group of experienced personal mentors each cycle. Mentors often become personally involved with interns, inviting them to lunch or weekend outings.

Skills Training

Employability skills training includes values clarification, decision making, problem solving, self-assessment, goal setting, world of work information, job finding, job getting, job keeping, and job advancement. One day per week is reserved for field trips, mentor meetings, group counseling sessions, and guest speakers.

In order to assess the interns' progress, the program utilizes a system of benchmarking, identifying standards of observable behavior and performance to determine that skill levels are being acheived. The Network benchmarking system is based on the Vocational Exploration Demonstration Program. This national survey of employers has been refined for Network use with input from local employers. Mentors frequently assist in benchmark ratings of interviews and applications.

A key part of the employability skills training is the training environment which models a corporate environment. To remain in the program, interns cannot be late more than three times or exceed two absences over the 16-week period. The rules and regulations governing this environment have evolved from mentors' input.

Skill Upgrading

The VISTA Downtown Business Education Center provides interns four hours of instruction each week in business English and four hours in business math.

Through this affiliation, interns can earn three to six units of community college credit over a 16-week period. Students also attend 16 hours of training in clerical or vocational training.

Support Services

Network focuses counseling on helping interns recognize and solve personal problems which may prevent them from adjusting to the training situation or work site, and on helping interns to assess how their personal backgrounds, interests, and goals can be applied to the work situation.

All interns receive a free pass to use public transportation and a daily $6 allowance for breakfast and lunch. For interns who cannot afford to pay for child care, Network pays a local child care agency to take care of their young children. This agency has a bank of licensed child care providers from which interns can select.

Network refers interns to appropriate community agencies for additional support services on an as-needed basis. The program also arranges for emergency medical care, housing, and legal services for interns who need such aid.

Job Placement

Job placement is geared toward jobs which allow graduates to advance in salary and position. While the placement goal is "entry-level," the objective is upward movement over time.

Network's job developer maintains regular contact with potential employers. She feeds information about employer requirements to both interns and staff. Network also encourages interns to engage in an active independent job search while in the program, as part of their employability skill training.

When Network staff members identify a job opening, they write up a job order describing the skills required, duties, salary and opportunities for advancement. The job order is posted in the employability skills classroom for the interns to see.

If interns are interested in pursuing a job lead, their instructor conducts an initial interview and recommends them for the next stage in the process. The intern then participates in a counseling and mock interview session with the job developer. After the job developer confirms the appropriateness of the match between the intern and the job, and informs the intern about the advantages and disadvantages of the job, she sends the intern to the actual job interview. This process takes between one to three days depending on the immediacy of the employer's need.

Placement

Placement occurs on a staggered basis. Some eligible interns find employment before graduation, while others are placed within a two month period after graduation.

Follow-up

Formal Network placement services continue for two months after graduation. Post graduation services begin with weekly group meetings with unplaced interns. After one month the unplaced interns work with the job developer on an individual basis.

Three follow-up counseling sessions are scheduled: the first, five days after placement; the second, 15 to 20 days after placement; and the third, 45 days after placement.

These sessions reinforce training, identify problems, and identify solutions to maintaining employment.
The job developer makes a minimum of three contacts with employers: the first, one week after placement; the second, 30 days after placement; and the third, 90 days after placement. While these contacts offer the opportunity for intervention and assistance if the graduate is experiencing difficulty on the job, they also let Network staff learn the employers' assessment of the preparation the interns received.

PROGRESS

Over 60 percent of all job orders Network receives are from employers requiring persons with clerical or related skills. As a result, the program now emphasizes recruiting and training clerical candidates.

While dissemination and outreach were not stated goals for the first two years of the project, Network has recently sought and received considerable attention at the local, state, and national levels for its private sector involvement and commitment to community issues.

PROBLEMS

Maintaining the rules and regulations, and documenting infractions present a significant burden for the staff. However, Network considers these efforts necessary if interns are to learn about the realities of the working world.

HINTS FOR SUCCESS

- Enforce a corporate dress code and rules and regulations during training. This makes it easier for the participant to make the transition to employment.
- Screen applicants thoroughly for commitment and motivation.
- Involve the business community in all aspects of the program.

PUBLICATIONS

From the program operator, a one-page program description is available free of charge. An intern handbook and a two-year progress report are available for $3.00 each.

CONTACT

Roberta Joyner
Executive Director
Network
1212 Broadway
Suite 612
Oakland, California 94612
(415) 893-9403

National Alliance of Business

Bulletin

#N4-588 November 1984

ON-THE-JOB TRAINING PROGRAM, North Grosvenordale, Connecticut

OPERATOR Quinebaug Valley Youth Service Bureau, Inc. (QVYSB)

SUMMARY The Quinebaug Valley Youth Service Bureau, a non-profit community-based organization, provides up to six weeks of individualized pre-employment counseling to disadvantaged rural youth and places them in on-the-job training (OJT) for an average of 10 weeks. Upon completion, they earn from $3.37 to $5.00 per hour as travel agents, machinists, plumber's or electrician's assistants, or retail sales clerks, among other jobs. QVYSB markets the program widely, tailors OJT contracts to individual business needs, and does all the required paperwork for participating employers. Members of the Northeast Private Industry Council (PIC) actively support the program; over one-third of the program's OJT contracts are with PIC-member firms.

RESULTS From October 1, 1983-November 30, 1984: 72 participants were counseled and placed in OJT; 61 are retained in the same job after OJT. A new cycle, begun July 1, 1984, has placed 14 participants in OJT and enrolled 46 more in pre-employment counseling.

FUNDING October 1, 1983-June 30, 1984: $170,000 from the Job Training Partnership Act (JTPA), Title IIA.

July 1, 1984-June 30, 1985: $152,611 from JTPA, Title IIA.

$3,000 contributed by area small businesses in amounts ranging from $20 to $100.

TIME SPAN October 1, 1983-present

OUTLINE

Background Eastern Connecticut, unlike the rest of the state, is a predominantly rural area, where only 60 of the 1,800 local businesses employ more than 25 people and where the youth unemployment rate exceeds 20 percent. Since few of the local youth, whether high school graduates or dropouts, pursue further education, the QVYSB developed its OJT program as the best way to serve their needs.

The program coordinator conducted a survey, by phone and personal visits, to the 30 largest companies in the area. This survey revealed that local firms would support an OJT program for disadvantaged youth if paperwork could be kept to a minimum and if the program staff were available to help when

problems arose on the job. To meet these conditions, QVYSB staff tailors all contracts to meet the companies' needs and does all the paperwork so that the employer only has to read and sign the papers. Staff members visit the employers weekly and are available more often to deal with any problems.

Marketing

Marketing to employers is vital to the program's success. Each year postcards sent to the area's 1,800 employers announce the availability of trained, screened workers and emphasize training subsidies and Targeted Job Tax Credits (TJTC). The program operator also advertises in weekly circulars such as Shoppers Guide and Turnpike Buyer, as well as through newspapers and public service radio announcements. Feature articles sent to newspapers and radio stations publicize success stories about trainees, and informational press releases advertise the program and how business can benefit from it. In addition, staff members publicize the program through membership in business and professional groups, such as the association of Northeast Connecticut Personnel Managers, and often speak to civic organizations. These marketing activities insure that instead of turning down a young person who walks in to apply for a job, business people will know that they can refer the applicant to QVYSB which can provide job readiness training, share training costs, and offer tax benefits to employers.

Recruitment, Assessment, and Selection

During the 1983 program year, the Connecticut Job Service recruited applicants, certified their JTPA eligibility, and referred them to the program. (Beginning July 1, 1984, the Northeast PIC took over this function.) QVYSB staff tests the candidates' vocational aptitudes and interests, and staff members interview them. The staff then meets as a group to decide whether the person is likely to do well in the program. Candidates are rejectd if they lack the desire to work, or show an inability to get along with others. The staff refer those who are rejected to other programs.

Trainee Profile

In program year 1983, QVYSB enrolled 72 participants, aged 16 to 25; 42 are male and 30 are female. The group consisted of 30 welfare recipients and 42 high school dropouts.

Program Staff

The QVYSB staff includes a part-time program director, who completes the OJT contracts and most other paperwork; a JTPA program coordinator, who also does marketing; a job developer, who is responsible for trouble-shooting and follow-up, as well as job development; and a vocational counselor, who handles pre-employment counseling.

Training

The QVYSB OJT program develops a pre-employment contract for each participant; gives each one up to six weeks of pre-employment counseling, depending on need; and places each in OJT for an average of 10 weeks.

Pre-Employment Contract. Once accepted, participants work with the QVYSB staff to develop a pre-employment contract, signed by both parties, that spells out goals and objectives that must be met if the participant is to get and keep a job. The contract identifies all areas where the program staff will work with the participant, including such things as how to save money for a car to get to work; exploring educational options that develop skills the participant needs; exploring the different methods of child care available (for example, relatives, neighbors, or paid day care centers); and dealing with a parent's concern about leaving the child in a day care center.

OJT Placement. When participants are job ready, the staff contacts employers. The coordinator or job developer visits those expressing interest to discuss the job description, length of training, OJT reimbursement schedule, TJTC, and any other matters the employer brings up. Within 24 hours of this working session, the staff writes the contract, the employer signs it, and the participant begins work. Employers include Dunkin Donuts, Delta Rubber Corporation, Colt Plastics, and two textile manufacturers -- Putnam-Hertzl and Danielson Curtain. Twenty-five of the 72 OJT contracts are with firms represented on the PIC.

On OJT, participants earn an average of $4.58 per hour for a 40-hour work week. Typical jobs include travel agent, machinist, plumber's or electrician's helper, retail sales clerk, submarine construction worker, car salesperson, donut maker, and management trainee.

Follow-up Staff members routinely visit or call the employer and/or participant every week to check for problems; they schedule site visits as soon as problems arise. The program also runs a 24-hour crisis intervention hot line which is especially useful when problems occur during an evening shift. As a result of this follow-up, retention on OJT is 95 percent. Once participants complete OJT and begin entry-level jobs, where they earn up to $5 per hour, follow-up occurs at intervals of 30, 60, 90, and 120 days. So far the retention rate at entry level is 84 percent.

PROGRESS This year the program operator plans to spend more time on job competencies during pre-employment counseling. In this way, the program can better serve the hard-to-place unemployed, those with multiple problems who would not qualify for the program without that intensive competency work.

PROBLEMS Convincing participants to set realistic goals has been a problem; high school dropouts with no vocational skills sometimes fail to recognize that they cannot begin as mechanics earning $10 per hour. Finally, because the PIC staff now does intake and certifies eligibility for the program, some applicants, used to going to the Job Service for these activities, are confused about where to apply.

HINTS FOR SUCCESS

- Keep paperwork to a minimum.
- Expedite turnaround time for contracts. Have a contract ready to sign within 24 hours after an employer agrees to hire.
- Tailor the contract to the individual employer's needs.
- Tailor the program to the participant's needs. Don't assume that all young people need the same kinds and levels of training.
- Advertise widely so that participants and business people know who you are and what you offer.

PUBLICATIONS Program description, brochure (On-the-Job Training), and marketing materials available upon request from the program operator.

CONTACT

Joel Cooper
Executive Director
Quinebaug Valley Youth Service Bureau, Inc.
P.O. Box 812
Thatcher Road
North Grosvenordale, CT 06255
(203) 923-9526

National Alliance of Business

Bulletin

#N4-589 November 1984

PROGRAM TO REACH EMPLOYMENT POTENTIAL (PREP), Dayton, Ohio

OPERATOR Dayton Board of Education, Montgomery County Board of Education, and Greater Dayton Job Training Office

SUMMARY The Program to Reach Employment Potential (PREP) developed from efforts of the Greater Dayton Private Industry Council (PIC) to help economically disadvantaged high school dropouts. PREP trains participants for two weeks in pre-employment skills and computer literacy, as well as providing them with individual and group counseling. After the two weeks of pre-employment training, participants work two hours per day at public agencies where they are introduced to the world of work. An Education/Employment Training Prescription (E/ETP) for each participant is developed in individual counseling sessions. The E/ETP guides trainees through work and educational activities from entry into the program until the end of the school year. When the program ends they either find full-time jobs or enroll in general equivalency diploma (GED) or vocational training classes.

RESULTS 108 enrolled; 101 completed pre-employment skills training; 78 completed work experience training. Sixteen first-year participants found full-time, unsubsidized jobs as construction workers, retail sales clerks, cab drivers, landscapers, and painters; 48 enrolled in GED classes or special summer employment programs for disadvantaged area youth; two are in training at the Garfield Vocational Center to become cable TV installers, and two are preparing to take the GED exam.

FUNDING $146,931 from JTPA, Title IIA, including an allowance of $6 per day during pre-employment skills training and $3.35 per hour for work experience.

In-Kind Contributions. The Dayton Board of Education provides staff office space and classroom space at the Roosevelt Center, a recreational, adult education, and vocational skills training facility. In addition, the Adult Basic Education (ABE) division of the Dayton School Board administers a battery of basic skills tests to participants and private sector representatives, through the Miami Valley Personnel Association, conduct mock interviews on a volunteer basis.

TIME SPAN February 1, 1984-present.

OUTLINE

Background In October 1983, PIC members noticed that many high school dropouts applying for JTPA services lacked the most basic skills needed to qualify for

any of the existing JTPA training programs. The PIC asked the Dayton and Montgomery County Boards of Education to devise a program to meet the needs of this group. Public officials involved in youth programs formed a steering committee to study the problem and report to the PIC subcommittee on dropouts. The steering committee's solution was the PREP Program, approved by the PIC, and begun in early February 1984.

Recruitment, Assessment, and Selection

The youth recruitment staff of the Dayton and Montgomery County school boards searches school records for names of dropouts, who they call or write to inform them of the program. The staff also recruits through public service announcements and recruitment tables set up in welfare centers, the Sunrise Recreation Center, and the Roosevelt Center. The only requirements for participation are that candidates meet JTPA income eligibility standards and be high school dropouts between 16 and 21 years old.

Trainee Profile

The 108 participants enrolled to date are between 16 and 21 years old; 65 are male and 43 are female. Seventy-five percent of the total are black and 25 percent are white.

Staff

The PREP staff includes a director, a coordinator, a pre-employment skills trainer, a counselor, two computer trainers, and two job developers.

Training

Trainees enter the program in groups of twenty at three-week intervals. Each group spends two weeks in pre-employment skills training for six hours per day, five days per week. Pre-employment training consists of competency assessment, group counseling, computer literacy, and individual counseling. Instructional methods and materials include self-teaching competency manuals, lectures, discussions, role playing, guest speakers, films and field trips to local businesses, colleges, and vocational schools. Participants spend two hours per day, five days per week in on-the-job work experience at public agencies like the YMCA, the Ohio Department of Health, the Veterans' Administration, and the Children's Medical Center. The length of the work experience depends on when the group enters: the first group had 12 weeks of work experience; the second, nine weeks; the third, six weeks; the fourth, three weeks; and the fifth went directly from pre-employment skills training to one of Dayton's two summer youth programs, with no time for work experience.

Those who need further training or work experience enroll in the Summer Youth Employment Program. Others, with higher skill levels, enroll in SEEK (Summer Employment Encourages Kids). SEEK is an organization of Dayton businesses that, in cooperation with the Greater Dayton PIC, provides ten weeks of summer employment for disadvantaged area youth.

Orientation. Participants spend the first morning in a three-hour orientation. Here they learn about their responsibilities while they are in the program and the importance of attendance, punctuality, and proper behavior on the job. They also tour the facilities in the Roosevelt Center, where classes are held; discuss problems, such as bus transportation; and complete a personal information form that is used in counseling sessions.

Competency Assessment. Trainees devote 90 minutes each morning to assessing their competencies in career interest, job attainment, and job survival. They learn to determine the kind of work they want to do and what

steps are needed to get the job they want. They also learn how to fill out applications, write a resume, go through an interview, get along with supervisors and co-workers, and dress appropriately for work.

Group Counseling. The other 90 minutes of the morning session are spent in group counseling, designed to reinforce the material taught in the competency sessions. In these informal meetings, trainees go through mock interviews or engage in role playing, where, for example, they may act out a personality conflict on the job, a situation that requires them to say "no," or the problems they may face as members of a minority group.

Computer Literacy. Trainees spend at least two hours each afternoon learning computer vocabulary, keyboard operation, programming in BASIC, and career opportunities in the computer field.

Individual Counseling. Staff counselors offer each participant at least one hour of individual counseling during the two weeks of pre-employment skills training. Using the information from the trainees' assessments of their career interests, the personal information forms, and evaluations of performance during training, counselors discuss with the trainees a variety of educational and work alternatives. Together they develop an Education/Employment Training Prescription (E/ETP) for each trainee. The E/ETP serves as a blueprint to guide the trainee through work and study during the rest of the program year.

A graduation ceremony, in which participants receive awards for achievement and pins for perfect attendance, completes the pre-employment skills training phase of the program.

Placement. During the third week, the entire PREP staff, along with the job placement officer for all youth programs for the Dayton and Montgomery County area, meet to work on placement. Their purpose is to place each trainee in work experience that best suits his or her interests and abilities.

Work Experience. From the fourth week until June 1, trainees work for two hours per day, five days per week at public agencies as clerical workers, educational aides, hospital aides, and maintenance workers. The main purpose of the work experience is to help participants understand the importance of punctuality, attendance, neatness, personal hygiene, getting along with co-workers, and taking directions.

For the rest of the work-experience day, trainees attend regular high school classes, GED or adult basic education courses. They can also return and use the self-teaching programs in the computer room at Roosevelt Center to work on their math, English, and other academic subjects.

PROGRESS

Due to the first year's success the program operator has decided to expand PREP to eight months. A new cycle, to begin on October 1, 1984, and run until June 1, 1985, will enroll 143 participants. The first cycle did not include a placement service; but when the longer, eight-month cycle begins in the fall a staff coordinator will also work as a job developer, monitoring participants' progress, and helping to place them in full-time, private sector work when they are job-ready.

Plans are also underway to assess the value of the two-week training in pre-employment skills by using a control group that goes directly to work experience without pre-employment training. In addition, the program operator plans to hold follow-up seminars once a month for those who have begun work experience. In these sessions trainees can discuss any problems on the job, get support from staff and fellow trainees, and develop a sense of community.

PROBLEMS

Day care for participants' children has been a minor problem. Some parents occasionally have to bring children to class, a practice that has sometimes proved disruptive.

HINTS FOR SUCCESS

- Limit pre-employment skills training groups to a maximum of 20. Larger groups make it difficult to insure that everyone is where he or she is supposed to be at all times.
- Set short-term rather than long-term goals. Trainees need quick successes to encourage them.
- Award even the most minimal achievements, such as passing test scores, with certificates of achievement.
- Be flexible in meeting individual and group needs. If the opportunity arises to take the group on a field trip or if a trainee needs help in enrolling in an ABE class, abandon the schedule and go. Trainees will feel that you are responding to their needs.

PRODUCTS AND PUBLICATIONS

Program to Reach Employment Potential (brochure), available upon request from the program operator.

CONTACT

Edward P. McGee
Director
Division of Youth Employment and Training Programs
Dayton Public Schools
Roosevelt Center
2013 West Third Street
Dayton, Ohio 45417
(513) 268-0207

National Alliance of Business

Bulletin

#N3-447

August 1983
Revised November 1984

NEW HORIZONS, Richmond, Virginia

OPERATOR Metropolitan Richmond Private Industry Council, Richmond, Virginia

SUMMARY New Horizons provides economically disadvantaged high school juniors and seniors with work readiness training through year-round classroom and on-the-job training. The Metropolitan Richmond Private Industry Council (PIC) operates the program in conjunction with the city public school system and local businesses. The New Horizons staff recruits and screens students for the program, then participating employers interview students before selecting them for salaried jobs. During the school year, New Horizons students attend regular classes and one special New Horizons class at school before leaving for their four hour on-the-job training sessions in Richmond area businesses. Summer sessions are held on a college or university campus. Twenty other cities across the United States have instituted local programs based on this model. Together the programs are called the Partnership Project.

RESULTS School Year 1982-1983: 40 students completed program
School Year 1983-1984: 34 students completed program

As of September 1984, 148 students had completed the program. Thirteen of these are seeking employment, the remainder are attending college, in the military, or employed.

FUNDING FY 1982-83: $74,000, CETA Title VII

FY 1983-84: $58,000 for the nine-month period, Job Training Partnership Act (JTPA), Title IIA.

FY 1984-85: $90,000, JTPA, Title IIA.

TIME SPAN Summer 1980-present

OUTLINE

Background New Horizons provides students with a variety of job readiness skills in academic and business settings. Local business people started the program; they wanted to hire disadvantaged students but were concerned about their lack of basic skills and, consequently, their performance in the work place.

Through a business/education partnership approach, the schools provide special classes emphasizing basic skills and problem-solving abilities, while business

provides privately sponsored, salaried jobs and on-the-job training opportunities.

Recruitment, Assessment, and Selection

Staff members distribute New Horizons announcements to students in Richmond high schools in February and current enrollees spread the word about the program. Guidance counselors screen applicants and recommend those who meet the following criteria:

- o economically disadvantaged;
- o good school attendance (not more than three unexcused absences during the previous school year);
- o resonable academic potential (generally a C average for the previous year).

The New Horizons staff reviews and screens applications during the month of May. Approved applicants attend an orientation session conducted by the PIC in which they learn how New Horizons operates and what will be required of them. Following the orientation, eligibility is determined and verified by the Richmond Office of Human Resource Development.

In their applications, students list and rank their job preference and interests. New Horizons staff use these lists to match with employers' needs. Before interviewing, students attend a work readiness class conducted by New Horizons representatives, in which they learn interviewing techniques. Each company has its own requirements for the specific job or jobs it is sponsoring and may interview at least three students for each slot. The program seeks to secure a job for each approved applicant. Students not selected by an employer can interview for other jobs. New Horizons students work as mail clerks, payroll clerks, shipping assistants, driver instruction assistants, design assistants, law firm assistants, bank researchers, newsroom assistants, couriers, and CRT operators.

Training

Students begin the program in the summer. They receive classroom training in basic job skills four hours each morning before going to their on-the-job training for four additional hours. During the school year, students attend regular classes and a one-hour New Horizons class each morning at school before going to their four hours of on-the-job training in the afternoon.

The New Horizons staff and school representatives recruit and select the New Horizons classroom instructors from among public school teachers. Three Richmond public high schools host New Horizons classes during the school year. In the summer session, teachers rotate classes in order to get to know all of the students. On-the-job training is provided at the employer's place of business where employees train and supervise the students. Each week during the summer, guest speakers from local banks, newspapers, and hospitals address the students on topics such as maintaining personal bank accounts, job interviewing, and effective writing.

Curriculum

The eight-week summer session concentrates on basic job skills using a curriculum developed by Virginia Commonwealth University of Richmond, Virginia. During the school year, students attend a special one-hour class where they concentrate on improving such basic competency skills as

computation, reading, writing, and speech. They also receive developmental instruction in personal budgeting, income tax forms, consumer awareness, personal values, problem solving, decision-making, and computer literacy. Students who require extra or intensive help attend special classes.

Trainee Evaluation

Job supervisors rate students every nine weeks in such areas as personal traits and behavior, productivity, and quality of work. Employers determine the evaluation criteria and review the evaluations thoroughly with the student. Students receive academic credit for their work experiences and are graded at the end of each semester and after the summer. Fifty percent of the grade is based upon academic performance, determined by classroom testing, and 50 percent upon job performance. Teachers visit students on the job regularly during the summer session to determine needs or to solve problems.

Counseling

The New Horizons coordinator and assistant coordinator provide personal and job counseling on an as-needed basis.

Business Involvement

The business community works through the PIC to help design and shape the program. Participating businesses provide educators with feedback on course design to remedy identified weaknesses. Participating companies offer 20 hours of work each week for each job training slot they provide.

FOLLOW-UP

Pre- and post-testing measures students' progress in basic education skills; results contribute to course design improvements. The staff also contacts students six months and one year after completion of the program to track their employment progress.

PROGRESS

New Horizons originally offered academic classes only after school, at night, and on Saturday. Instruction is now offered during regular school hours. Over the past five years, the PIC and the teachers have worked to make the classroom experience more challenging to the students, and more individualized through the daily one-hour, New Horizons classes.

Worksite supervisors were not initially included in planning and training sessions with classroom teachers. After five years, they now meet often, are more involved in curriculum development, and receive an orientation from the New Horizons staff.

Twenty other cities across the United States have instituted local programs based on this model. Together the programs are called The Partnership Project.

PROBLEMS

Transportation from schools to jobs was the chief logistical problem. The PIC provides busfare to students for the first two weeks of their jobs. For jobs that are located outside the center city and beyond practical travel distance on public transportation, the Richmond Office of Human Resource Development provides a van.

Employers found oral and written language skills to be a major problem among student workers. As a result, New Horizons has increased curriculum emphasis in this area.

Supervisors in some companies find it difficult to deal frankly with students about their job performance. They thought that objective criticism would be preceived as being too severe by the students. The New Horizons staff continues to work on this problem with individual supervisors and during an annual supervisors orientation meeting.

HINTS FOR SUCCESS

- Have high level business commitment in initiating, and continuing the program.
- Involve local schools and businesses in a partnership.
- Have incentives to both businesses and students to continue participation in the program.

PRODUCTS

"New Horizons -- A Working Relationship" (a brochure) is available upon request from the program operator.

The PIC has also prepared a nine-minute slide presentation that is available from the program operator.

The program curriculum and text, Your Working Life, are copyrighted; a curriculum outline is available.

CONTACT

Jona McKee
Project Coordinator
New Horizons
Metropolitan Richmond Private Industry Council
201 East Franklin Street
P.O. Box 12324
Richmond, VA 23241
(804) 643-0864

National Alliance of Business

Bulletin

#N3-414

June 1983
Revised November 1984

INNOVATIVE MILITARY PROGRAM AND CAREER TRAINING (IMPACT), Milwaukee, Wisconsin

OPERATORS Milwaukee Private Industry Council, Inc., Wisconsin IMPACT Plan, Inc., and the Office of the County Executive.

SUMMARY The Wisconsin Innovative Military Program and Career Training (IMPACT) provides high school dropouts with the basic skills necessary to get and hold a job, and then assists them in finding jobs. The IMPACT program consists of four components: academic skills; job skills; job search; and job placement. The program is self-paced and varies in length from one to three months. Participants may choose to go through IMPACT's military program. These graduates serve several months of active duty in the reserve unit of their choice before returning to IMPACT for job placement. About 15 percent decide to go on active duty for an extended tour of three years in the Army, Navy, Air Force, or Marine Corps.

RESULTS September 1983-Mid November 1984: 544 enrolled; 476 trained; 459 placed (including 47 placed in full-time military service).

FUNDING July 1, 1984-June 30, 1985: $325,000 Job Training Partnership Act (JTPA) Title IIA.

Private corporations and foundations have donated over $150,000 to IMPACT, including a $75,000 challenge grant from Northwestern Mutual Life Insurance Company to the Milwaukee Private Industry Council. That grant was matched by other area contributors, including the Milwaukee Foundation, the Windway Foundation, Super Steel Products, Brown Deer Bank, AO Smith Corporation, the Cleaver Foundation, Wisconsin Bell, Wisconsin Industrial Police, American Family Insurance, the Davidson and Harley Fund, the W. H. Brady Foundation, the Time Insurance Foundation, Scott Thurner, the Stackner Family Foundation, the Halfaer Foundation, the Allen-Bradley Foundation, the Rexnord Foundation, Banta Corporation, and Kujawa Enterprises.

FACILITY The Wisconsin Army National Guard donates space in the Armory in Milwaukee as a classroom and training facility. It includes five classrooms and a large area about the size of a football field for military instruction and drill.

COST Per JTPA enrollee: $1,762

Per JTPA placement: $2,468

TIME SPAN August 1980-present

OUTLINE

Background When the Executive Director of IMPACT was in the Wisconsin National Guard as a training officer in 1979, he observed persons being rejected for military service because they did not possess basic literacy skills. To address this situation he created a program where potential recruits could learn enough basic English and math to be accepted into the military where they would learn a marketable skill.

Recruitment, Assessment, and Selection Careers, Inc., funded by the Milwaukee Private Industry Council (PIC), is the intake certification, assessment, and marketing component for local JTPA programs. Careers, Inc. and word-of-mouth are the main sources of recruitment. Careers, Inc., tests applicants and checks eligibility for JTPA programs. IMPACT requires participants to have sixth-grade reading and math ability. New participants start IMPACT every Wednesday.

Trainee Profile Of the 622 participants who have enrolled in the program from the beginning, 395 were JTPA-eligible. Most participants are between 17 and 20 years old; 74 percent are men and 26 percent are women; 77 percent are black and 8 percent are hispanic. Almost 50 percent of the participants receive public assistance.

Training Staff The professional staff consists of an executive director, an associate director who also teaches math and science, a communications instructor, and a reading instructor. An administrative assistant handles administrative tasks and an IMPACT graduate is director of military skills training.

Curriculum The curriculum includes basic skills classes in which reading, writing, and math are emphasized. In employability skills classes, students learn work ethics, how to prepare a resume, and how to interview for a job.

Trainees may choose to participate in military instruction, held every day after class.

Guest Lecturers. Police officers, employment and placement officers, circuit court judges, military officers, bankers, and community leaders have served as guest speakers. IMPACT invites them to motivate students and to increase students' understanding of employers' needs and expectations.

Job Placement In 1983 IMPACT hired a placement coordinator. Prior to this, the IMPACT Director arranged placement for program participants through personal contacts in the business community.

Personnel representatives from local companies interview students for jobs. IMPACT also encourages students to conduct their own independent job search.

Approximately 15 percent of IMPACT graduates choose to enter the military.

Participant Support Trainees receive a weekly bus pass and a $5.00 per day stipend.

Follow-up

IMPACT contacts graduates 30, 90, 180, and 360 days after placement. Results show that 80 percent are still on the job one year after placement.

PROGRESS

Program graduates earn an average of $5.00 per hour in entry-level jobs as secretaries, security officers, construction workers, food service workers, health service workers, and linemen. Northwestern Mutual Life Insurance Company, Wisconsin Industrial Police, United Parcel Service, Wisconsin Electric Company, and Blue Cross/Blue Shield are major employers of IMPACT graduates.

IMPACT is increasing its emphasis on teaching independent job search skills to encourage participants to search out their own jobs.

PROBLEMS

Problems have been minimal due to close coordination with the PIC and the County Executive's Office.

Because the military's entrance requirements are higher for women than for men, IMPACT made the military training optional to broaden the placement opportunities for its female participants.

HINTS FOR SUCCESS

- o Collaborate closely with the local elected official and the private industry council. Together you can make JTPA work for the participants, the employers, and the community.
- o Consider employing some of your graduates to work in your program; they will serve as role models for participants.
- o Screen applicants to make sure they have the basic requirements and that they have the desire to achieve.

PRODUCTS

IMPACT (brochure), available upon request from the program operator.

CONTACT

Donald A. Weihs
Executive Director
Wisconsin IMPACT Plan, Inc.
4108 N. Richards Street
Milwaukee, WI 53212
(414) 332-6670

National Alliance of Business

Bulletin

#N4-458

August 1983
Revised November 1984

THE STORE PROGRAM, Tacoma, Washington

OPERATOR Tacoma School District

SUMMARY The Store Program trains economically disadvantaged, handicapped youth, 16-21 years old, for unsubsidized employment in the grocery industry. This in-school program combines academics and competency based training in a 6,000 square foot facility and in a grocery store purchased by the Tacoma School District. An advisory committee comprised of grocery industry representatives, special education teachers, counselors, parents, and instructors advises the program operator on curriculum, trainees' special needs, and developments in the grocery business that affect training. Because of the special needs of the trainees, the program also includes extensive counseling.

RESULTS November 1981-present: 137 enrolled; 107 employed in private sector, unsubsidized jobs.

FUNDING September 1984-August 1985: $86,000 Job Training Partnership Act (JTPA) 8% State Education monies through the Washington State Commission for Vocational Education and $52,000 from the State of Washington, Superintendent of Public Instruction Special Services Division.

TIME SPAN November 1981-present

OUTLINE

Background In October 1983, the Tacoma Public School System obtained a $172,000 loan from the Puget Sound National Bank to purchase Peoples Market, a functioning grocery store. The Store Corporation, a non-profit corporation, runs Peoples Market for the school district. The store provides a realistic on-going training environment that reinforces and enlarges upon the basic training site activities. As students progress, they spend less time in preparatory training and more time at Peoples Market. This is the final step before the students obtain unsubsidized employment. Peoples Market returns profits it generates to the program.

Recruitment District high school teachers, counselors, parents, and friends refer students to the program. Students may also refer themselves.

Assessment A special education teacher, who serves as the program's instructor, tests students' ability to memorize codes, do simple math calculations, and read at a

fourth grade level. The instructor interviews all applicants and assesses their previous work experience.

Selection

JTPA-eligible students, who meet the assessment criteria, may enter the program.

Trainee Profile

Students are from 16 to 21 years old and economically disadvantaged; all are learning or behaviorally disabled or mildly physically handicapped.

Training Facilities

There are two facilities: The Store Program's basic training site and a full service grocery store. The basic training site is a 6,000 square foot facility located in a downtown Tacoma office building. It is equipped with 80 feet of grocery shelves, four cash registers, a time clock, and 20 learning stations, each with a table, chairs, and a file of sequenced training activities.

The Tacoma School District purchased the Peoples Market, a full-service grocery store, through a loan from Puget Sound National Bank. A six-member Board, The Store Project Corporation, oversees the operations of Peoples Market.

Staff

The Store Program's staff includes a coordinator; a grant application writer, who also writes training materials and acts as an aide; and an instructor who is a special education teacher.

Eleven experienced grocery workers manage and staff Peoples Market and train the students. The Store Program pays students for after school and weekend work beyond the normal training hours.

Curriculum

The Store Program provides each student with 300 hours of classroom and on-site training. Students are at the program site three hours per day.

Students learn all aspects of the grocery business through their sequenced learning activities, the core of classroom training. The self-paced curriculum comprises approximately 150 activities, dispensed among 20 learning stations. Trainees move from station to station, working individually or in groups until they complete each activity.

At one station, for example, trainees learn to stock shelves. The trainee takes out a file, which contains a booklet about stocking, a quiz on information in the booklet, and instructions on how to read the booklet, and takes the quiz.

Other stations require hands-on-work, such as operating a cash register. Here a trainee learns the touch system on a ten key register and checks out 25 items from various departments in one minute. When a trainee completes an activity in the allotted time, the instructor records the completion date, and the trainee moves to another activity. When an activity requires a written quiz, trainees do not move on to the next activity until they receive a passing grade.

Occasionally, trainees meet in groups for informal discussion of problems, to hear guest lecturers from the grocery industry, or to see slides and take a quiz on produce identification or a similar subject.

As trainees master a basic understanding of the grocery industry through training activities at the Store Program site, they progress into Peoples Market for on-site training.

Counseling Due to the special needs of the trainees, the instructor spends about 40 percent of her time counseling students on personal and professional problems. Some trainees need advice about coping with the details of everyday living, others must learn for example, how to get to work when the car breaks down.

Placement The instructor contacts employers for possible jobs. To foster self-sufficiency, she does not arrange interviews. Instead, she has the trainee go into the store, meet with the manager, and arrange the interview.

Follow-up The instructor keeps in touch with employers, monitors graduates' performance, and helps solve any problems that arise on the job. A record is kept of each student's progress.

Community Involvement An advisory committee comprised of grocery industry representatives, special education teachers, counselors, parents, and instructors advises the program operator on curriculum, trainees' special needs, and developments in the grocery business that affect training. The council includes representatives of Pacific Cola Bottling Company, Piggly Wiggly Stores, Safeway, West Coast Grocery Company, Jim's Tom Boy grocery, Klauser Corporation, and Dan's Ruston Market.

PROGRESS Trainees find entry-level jobs as food service clerks, produce or grocery stockers, checkers, and clean-up workers in grocery stores. They earn from $3.35 to $4.27 per hour.

PROBLEMS During economic downturns, the students are often the first to be laid off because they do not have seniority.

HINTS FOR SUCCESS

- Establish close relations with the grocery industry; grocers provide both advice and job offers.
- Be prepared to deal with the personal problems of special-needs trainees.
- Use competency based training; students learn more and in less time.

PRODUCTS None available

CONTACT

Wayne Spence
Coordinator, The Store Program
738 Broadway
Tacoma, Washington 98402
(206) 593-6819

Bibliography and Selected Reviews

In A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development, Public/Private Ventures defines youth who are most at risk of not finding or of losing a job as

- school dropouts,
- youth who have experienced long periods of joblessness,
- youth who are not occupied through a job, school or family responsibilities,
- youth with special needs, such as those with criminal records or a history of drug abuse,
- youth with poor high school records and/or limited basic academic skills, and
- youth who lack the experience or contacts to gain access to the workplace.

If a comprehensive bibliography based on this definition were prepared, the number and variety of materials that would be appropriate for inclusion is almost endless. Many excellent volumes have examined the causes and consequences of youth unemployment, proposed valid youth employment strategies, and analyzed the successes and failures of programs for high-risk youth.

The bibliography and reviews that follow highlight only a small fraction of these valuable works. Because JTPA places disproportionate emphasis on serving youth and allows substantial flexibility in youth program design and implementation, we have chosen to focus on materials which will assist program planners in maximizing these unique aspects of JTPA. In particular, JTPA explicitly distinguishes between employment and employability -- a distinction that is crucial to developing successful outcomes for high-risk youth.

AN ANNOTATED BIBLIOGRAPHY ON HIGH-RISK YOUTH
Selected References Since 1982

Bailin, Michael A.; and Jaffe, Natalie. The California Conservation Corps: A Case Study. The State Youth Initiatives Project, Working Paper #5. Philadelphia, PA: Public/Private Ventures, December 1982.

The history, operation, administration and results of the California Conservation Corps program are analyzed. The program was chosen for analysis because of its success; potential to serve as a model national program which can effectively reduce youth unemployment; potential to serve as a model for a national youth service program; state level orientation that is consistent with the emphasis of JTPA; and the controversial nature of some program elements.

Borus, Michael E., ed. Youth and the Labor Market. Kalamazoo, MI: W. E. Upjohn Institute for Employment Research, 1984.

In the National Longitudinal Surveys of Youth Labor Market Experience conducted during 1979, 1980 and 1981, data were obtained from approximately 12,000 youth age 14 through 22. The data collected during each of the three interview years were analyzed to draw conclusions regarding how social factors affect youth employment and employability. Each of the eight chapters addresses a different aspect of the relationship between the life circumstances/decisions of youth and their employment status. Included among the factors analyzed are: age; income level; race and ethnicity; marital status; geographic location; educational attainment; public versus private schooling; academic versus vocational training in high school; and delinquency.

Branch, Alvia; Riccio, James; and Quint, Janet. Building Self-Sufficiency in Pregnant and Parenting Teens: Final Implementation Report of Project Redirection. New York, NY: Manpower Demonstration Research Corporation, April 1984.

Begun in 1980, Project Redirection is a program model which delivers comprehensive services to low income, pregnant or parenting teens in an effort to enhance their educational, job related, and life management skills. This report analyzes the project's implementation and focuses on its administration and operation after the start-up phase. Included in the study are analyses of: the success with which teens were recruited and enrolled; the administrative and operational structure of program sites; the capacity of project sites to deliver intended program services; the extent to which program services were utilized by participants; and the costs of the program. Key implementation lessons and their implications are summarized in the final chapter.

Butler, Erik; and Mangum, Garth L., eds. Lessons from Youth Programs. 12 vols. Salt Lake City, UT: Olympus Publishing Company, 1983. Vol. 4: Benchmarking and Assessment: An Approach to Developing Youth Employment Competency, by Gerri Fiala.

Benchmarking and competency-based assessment are the foundations of employability development and can serve as the impetus for the building of coalitions and the coordination of resources promoted by JTPA. Benchmarking

involves: setting employer-certified standards; assessing participant needs and competencies relative to employer standards; planning a program of achievable goals; securing the delivery of services; measuring and documenting participants' progress toward established goals; and certifying the attainment of specific goals and competencies. Using this framework, the steps for developing a benchmarking and competency-based assessment system are explained in detail.

_____. Lessons from Youth Programs. 12 vols. Salt Lake City, UT: Olympus Publishing Company, 1983. Vol. 6: The Process of Employability Development: Theory, Practice and Curricula, by Garth Mangum.

Youth who are most at risk not only suffer from skills deficiencies, but also frequently lack the successful ingredients of employability. The author develops a profile of employable youth based on analyses of employer expectations and career development theory, highlights several successful youth employability projects, and suggests curricula which can enhance youth employability.

Campbell-Thrane, Lucille; Manning, Kevin; Okeafor, Karen; and Williams, E. Jane. Building Basic Skills: Models for Implementation. Columbus, OH: National Center for Research in Vocational Education, The Ohio State University, 1983.

To increase youths' employability and job mobility, vocational education must provide students with both basic skills and vocational competencies. Three approaches for the delivery of basic skills and vocational education are presented. The characteristics, advantages, and disadvantages of each approach are outlined and implementation case studies are provided.

Center for Employment and Income Studies, Brandeis University. An Introduction to Competency-Based Employment and Training Programming for Youth Under the Job Training Partnership Act. Waltham, MA: Florence Heller Graduate School, Brandeis University, 1983.

Directed toward local program planners and operators, this guide describes in general terms the design, operation and management of competency-based employment and training programs for young people. The following development and implementation issues are discussed: determining local employer standards; developing competency benchmarks; designing instruments to measure individuals' competencies against benchmarks; matching individual needs with program delivery strategies; and certifying competency attainment. Appendices outline a sample competency-based system and include brief descriptions of a number of available assessment instruments: pre-employment; work maturity; vocational preference; and pre-testing instruments.

Center for National Policy Review. Catholic University of America School of Law. "Job Training Partnership Act and Dropout Youth." Jobs Watch Alert, 13 August 1984.

A number of articles describe the dimension of the dropout problem, approaches that are promising, and model programs with positive results.

Center for Public Resources. Basic Skills in the U.S. Work Force. New York, NY: Center for Public Resources, 1982.

Although both educators and business people acknowledge that youth frequently lack the basic skills required for a successful school-to-work transition, very few cooperative initiatives to address this problem exist. To identify educators' and employers' perceptions regarding basic skills deficiencies, a national survey was undertaken. The goals of the survey were to gather data regarding employment-related deficiencies of secondary school graduates and non-graduates, to determine the costs to business of these deficiencies, and to identify initiatives undertaken to solve the problem. The survey found that: a significant gap exists between employers' and educators' perceptions of skills adequacy; public education underestimates the importance of basic skills in the school-to-work transition; businesses and unions identified communications, mathematics and science skills as most frequently deficient, while educators identified reading skills most often; and both businesses and unions indicated that basic skills deficiencies limit job advancement as well as entry-level success. In addition to these findings, descriptions are provided of approximately forty business initiated programs which address youths' skills dificiencies.

Christian, Susan M. A Guide to National Organizations Engaged in State Youth Education and Employment Activities. The State Youth Initiatives Project, Working Paper #1. Philadelphia, PA: Public/Private Ventures, April 1983.

The mission, structure, and activities of 15 national organizations engaged in research, policy analysis or implementation of state youth education and employment activities are outlined.

deLone, Richard H. The Potential State Role in Youth Employment. The State Youth Initiatives Project, Working Paper #3. Philadelphia, PA: Public/Private Ventures, December 1982.

Although individual youth employment programs have been successful, the overall dimensions of the youth unemployment problem remain enormous. There are three primary reasons for this lack of success: no coherent framework exists for funnelling resources in the right way, at the right time to those youth who are most at risk; too much concentration has been given to the exclusive use of federal resources to address youth unemployment; and no system exists to insure that good programs are supported, maintained and adapted. In the context of JTPA, state governments can play a pivotal role in correcting these problems. To assist states in developing and implementing youth employment strategies, the requirements of an effective youth employment system are outlined, the reasons for a strong state role are enumerated, and several possible state strategies are explained.

Diaz, William A.; Ball, Joseph; and Wolfhagen, Carl; with Judith Gueron, Stephanie Sheber, and Albert Widman. Linking School and Work for Disadvantaged Youths. The YIEPP Demonstration: Final Implementation Report. New York, NY: Manpower Demonstration Research Corporation, December 1982.

The success with which the Youth Incentive Entitlement Pilot Projects (YIEPP) were implemented over the life of the program is the subject of this report. Statistical data used to measure implementation success are analyzed and presented

in seven categories: extent of outreach and enrollment; duration of participation; number of private sector sponsors; amount of job development; degree and quality of monitoring; extent of school/prime sponsor cooperation; and program costs.

Education Commission of the States. Task Force on Education for Economic Growth. Action in the States. Denver, CO: Education Commission of the States, July 1984.

Recent state initiatives in education reform are highlighted. Summaries of state activities are grouped into eight categories: comprehensive state plans for improving K-12 education; partnerships for improving education; resources for improving public schools; initiatives for teachers; curricula reforms; student standards; school management; and initiatives for unserved and underserved students.

Farkas, George; Olsen, Randall; Stromsdorfer, Ernst W.; Sharpe, Linda C.; Skidmore, Felicity; Smith, D. Alton; and Merrill, Sally. Post-Program Impacts of the Youth Incentive Entitlement Pilot Projects. New York, NY: Manpower Demonstration Research Corporation, June 1984.

The focus of this report on the effects of the Youth Incentive Entitlement Pilot Projects (YIEPP) is the program's impact during its transition year, August 1980 through August 1981, and post-program period, beginning September 1981. One of the YIEPP goals was to test the hypothesis that a high school education, joined with work experience, would enhance the future employability of low income youth. The findings in this report show that a combined work/school experience led to substantial earnings gains in the post-program period for YIEPP participants relative to the gains experienced by eligible youth who were not part of the program. The authors conclude that minority youth are strongly motivated to work and that their chances of labor market success are improved by the coupling of work and school experiences.

Farkas, George; Smith, D. Alton; Stromsdorfer, Ernst W.; Trask, Gail; and Jerrett, Robert III. Impacts from the Youth Incentive Entitlement Pilot Projects: Participation, Work, and Schooling Over the Full Program Period. New York, NY: Manpower Demonstration Research Corporation, December 1982.

Based upon data gathered during the operational period (February 1978 through August 1980) of the Youth Incentive Entitlement Pilot Projects (YIEPP), the authors find that YIEPP caused a positive joint increase in schooling and work behavior among program participants. This conclusion is supported by analyses of: the levels and determinants of program participation; the impacts on youth employment; the impacts on school enrollment; and the trade-offs between school enrollment and employment.

Ford Foundation. Not Working: Unskilled Youth and Displaced Adults. New York, NY: Ford Foundation, 1983.

Today's most at-risk youth -- minority youth with limited education who reside in urban areas -- comprise a growing proportion of those entering the work force. Already disadvantaged by their life circumstances, these youth face additional employment barriers as a result of changing technology and competition from women, immigrants and displaced workers. For these reasons, employment

programs and policies should target these youth. Resources should be focused on meeting four broad goals: developing basic literacy skills through competency-based curricula and computer-assisted education; promoting public-private partnerships that address the needs of high-risk youth; supporting research and policy studies on youth; and testing ways of adjusting to the structural transformations in the labor market that cause worker displacement. Model youth programs are discussed in this framework.

Gueron, Judith M. Lessons From a Job Guarantee: The Youth Incentive Entitlement Pilot Projects. New York, NY: Manpower Demonstration Research Corporation, June 1984.

Under contract to the Department of Labor, the Manpower Demonstration Research Corporation coordinated the administration and managed the research and evaluation efforts associated with the Youth Incentive Entitlement Pilot Projects (YIEPP) componenet of the Youth Employment and Demonstration Projects Act (YEDPA). This report, the last of thirteen analyses of YIEPP, summarizes the youth employment problem, describes the entitlement approach, highlights key findings of earlier reports, and presents the major lessons learned regarding the feasibility, effectiveness, and design of programs to increase labor market opportunities of disadvantaged youth.

Hill, Robert B.; and Nixon, Regina. Youth Employment in American Industry. New Brunswick, NJ: Transaction Books, Rutgers -- The State University, 1984.

During 1981-1982, the National Urban League conducted a nationwide survey of private employers' attitudes and practices toward hiring, training, and promoting youth aged 16 to 24. The responses from almost 11 percent of the 5,000 employers who received the survey were analyzed to determine what policies and practices might lead to a significant increase in private sector employment opportunities for young people. Findings and recommendations are presented which address ten major questions: in what industries are youth most concentrated; what youth hiring guidelines exist; what advancement opportunities exist; how is job performance rated relative to that of adults; what minority youth hiring patterns exist; to what extent does private industry participate in government jobs programs; what are the impacts of youth wage differentials; what are the impacts of wage subsidies; what are employers' perceptions of the most effective ways to increase youth employability; and what are employers' projections of their needs for employees in unskilled, semi-skilled, and skilled jobs over the next five years.

Hollenbeck, Kevin; and Smith, Bruce. Selecting Young Workers: The Influence of Applicants' Education and Skills on Employability Assessments by Employers. Executive Summary. Columbus, OH: National Center for Research in Vocational Education, The Ohio State University, January 1984.

To address the problems of high youth unemployment, high job turnover among youth, and the growing gap between the skills required by employers and those present in youthful job applicants, a study was undertaken to learn what factors influence firms' hiring decisions and contribute to the assessment of youthful applicants for entry-level jobs. Data from surveys completed by 592 firms were analyzed to determine employers' views regarding: the appearance and substance of

youths' job applications; the value of secondary and postsecondary degrees; the relative importance of vocational education, work experience, and cooperative education; and the contribution of TJTC to the hiring decision.

Hudson Institute. School-to-Work Transition Programs: A Policy Analysis. Washington, DC: Jobs for America's Graduates, Inc., January 1984.

The size of the youthful workforce is declining and a rising proportion of this young population is economically disadvantaged. To develop and maintain a productive work force, policies must be implemented which promote economical and successful methods for increasing the labor market value of disadvantaged youth. A national legislative initiative to aid students' transition from school to work is a key element of such a policy. Jobs for America's Graduates (JAG), the successor to a 1979-80 demonstration project, is a model upon which a national initiative could be based. This study draws on the results of eight JAG programs to make the case for such an initiative and to make recommendations regarding the form and content of a national project.

Human Enviornment Center. A Conservation Corps Workbook. Washington, DC: Human Envoronment Center, February 1984.

Youth conservation corps programs at the state and local levels exist and are initiated despite a lack of federal funds. These programs have arisen as a result of the demonstrated success and efficiency of past corps operations. To assist in the establishment or improvement in state and local corps programs, this manual provides detailed information regarding the operation and administration of corps programs in Alaska, California, Connecticut, Iowa, Minnesota, Ohio, Washington, Wisconsin, New York, Arkansas, and Michigan. Chapters in the workbook discuss: recruitment and orientation; work projects; program administration; education, training and placement; public relations; the social experience; alternative funding; and the diverse types of programs adapted from the corps model. Appendices include a resource list, copies of state conservation corps acts, and a list of state conservation corps contacts.

Interface. Youth Unemployment in New York City: The Cost of Doing Nothing. New York, NY: Interface, June 1983.

Although effective employment and training progams for youth are costly, doing nothing to solve the problem of youth unemployment also is costly. The authors argue that the costs of doing nothing include amounts paid for public assistance benefits to unemployed youth as well as income and sales tax revenues lost to local, state, and federal governments as a result of youth unemployment. When evaluating the cost effectiveness of youth employment programs, these direct and indirect costs of doing nothing should be subtracted from program costs. The authors estimate that the direct cost of youth unemployment in New York City is approximately sixty-two million dollars per year and that for every unemployed 20 year-old, the city loses $163 in tax revenue.

Manpower Demonstration Research Corporation. Findings on Youth Employment: Lessons from MDRC Research. New York, NY: Manpower Demonstration Research Corporation, 1983.

Based upon its experience in managing and studying seven national demonstration programs, MDRC provides evidence to explode the common myths of youth unemployment: youth do not want to work; the private sector is reluctant to participate in youth programs and to hire program participants; public employment programs increase the drop-out rate. Analyses of MDRC research provide valuable lessons to program designers under JTPA, namely: no single program will work for all youth; local schools can be linked to employment and training to prepare youth both academically and vocationally; and drop-outs can be encouraged to return to school if adequate support services are provided.

Miguel, Richard J.; and Foulk, Robert C. Youth's Perceptions of Employer Standards. Effects on Employment Outcomes and Employer Evaluations: Executive Summary. Columbus, OH: National Center for Research in Vocational Education, The Ohio State University, 1984.

Although education and training programs develop competencies necessary for employment, many programs do not address the larger issue of socialization toward work. An important and frequently overlooked aspect of this issue is the degree to which youths understand the competencies that employers value, the priorities that contribute to employer hiring decisions, and the job performance standards that employees are expected to meet. Without an adequate understanding of employers' standards, youth employability will be negatively affected even if youth are sufficiently well trained to perform specific job tasks. To determine youths' perceptions of employers' standards and the factors that influence those perceptions, a longitudinal study was conducted of youth before their senior year in high school, at the end of the senior year, and one year after graduation. The results of the study are presented along with twelve recommendations that would enhance the work socialization aspects of youth education and training programs.

Minnesota State Department of Education, Linkages and Services Unit. "Tips for Combining Education and JTPA Funding in Minnesota." Implementing the Job Training Partnership Act, Information Exchange. Washington, DC: National Governors' Association, 1983.

Education and JTPA funds can be combined to: extend incremental services to JTPA eligible persons; to serve non-JTPA eligible persons whose needs can be met in a JTPA program; to improve the quality and diversity of available services; and stretch JTPA and/or education funds. This paper itemizes various funding combinations, explains the purposes for which funding combinations can be used, and outlines the parameters of combined funding for: secondary education programs; postsecondary education programs; and adult, community and extension education programs. Other monies that can be combined with education and JTPA funds also are listed.

National Alliance of Business. "The Boston Compact." Bulletin. Washington, DC: National Alliance of Business, 1984.

The Boston Compact is an agreement between Boston's business community and schools to improve the basic skills of high school students and to provide more entry-level job opportunities in the local area. In return for businesses giving hiring priority to high school graduates, the school system agreed to implement a program

to increase attendance, decrease drop-out rates, improve academic performance, and increase both the number of graduates attending college and the number of students placed in jobs.

_____. "The City is Our Classroom." Bulletin. Washington, DC: National Alliance of Business, 1983.

A comprehensive program of services for Pittsburgh's high school youth offers nearly twenty components and focuses special attention on the needs of high-risk students. Project components designed to serve the most alienated include: Select Employment Trainee, a counseling and work experience program to help students explore career opportunities and stay in school; Alternative Vocational Education Readiness Training, a vocational skills program offering counseling and job placement assistance; and Procedures Related to Employment Progress, a JTPA funded project providing pre-employment and vocational skills training.

_____"Dutchess County Builds Unique Youth Training Model." WorkAmerica, February 1984, p. 8.

The Youth Preparatory Program, in Dutchess County, New York, offers a wide range of employability training for both in- and out-of-school youth between the ages of 16 and 21. The program is characterized by thorough supervision, the measurement of competencies, and a written certification of competencies at the conclusion of the training period.

_____. "Jobs for Missouri Graduates." Bulletin. Washington, DC: National Alliance of Business, 1983.

Jobs for Missouri Graduates provides skills required for a successful school-to-work transition. The program targets high school students that may have difficulty finding jobs, and offers both individualized and group training one hour per week for forty weeks. Students engage in career exploration and receive pre-employment skills training and job search assistance.

_____. "Youth Pilot Project Links Summer Jobs, Education." WorkAmerica, July 1984, p. 8.

With funding from the Ford Foundation, Public/Private Ventures will develop, manage, and evaluate a new program for inner-city youth who have been failing in school. The Summer Training and Education Program (STEP) will operate initially in Boston and Pinellas County, Florida and will expand to four additional sites in the next two years. Fourteen and fifteen year-olds, who are eligible for local Summer Youth Employment and Training Programs, will be enrolled in STEP. Half of the participants' time will be spent on summer jobs and half will be spent receiving remedial classroom instruction in math and reading.

National Alliance of Business; National Association of Private Industry Councils; and National Governors' Association. Designing and Implementing Youth Programs. Washington, DC: National Alliance of Business, 1984.

Designed for use in a series of nationwide "Youth Employment Forums," this manual outlines the provisions of the Job Training Partnership Act which influence youth programming and discusses program design, operation and management

strategies which will maximize the potential benefits of JTPA. Appendices include program models, marketing resources, a discussion of youth competencies, and a paper focusing on non-stipend program design.

National Center for Research in Vocational Education. Testing in Employment and Training Programs: An Action Planning Guidebook. Columbus, OH: National Center for Research in Vocational Education, The Ohio State University, 1983.

Eight major tasks and sixty-seven sub-tasks required to plan and implement a testing and assessment program are outlined. A matrix matching areas of measurement to types and specific titles of tests and to target audiences is provided. Descriptions of seventy-four individual test instruments include details regarding test format, implementation suggestions and addresses of test publishers.

Neubauer, Antonia R. Business-Education Cooperation: A Review of Selected Urban Programs. Philadelphia, PA: Research for Better Schools, October 1982.

The history, activities, and administration of business-education partnerships in Boston, Cincinnati, Dallas, Hartford, Minneapolis, New Orleans, New York City, Pittsburgh, San Francisco, and Seattle are described.

Polit, Denise F.; Tannen, Michael B.; and Kahn, Janet R. School, Work and Family Planning: Interim Impacts in Project Redirection. New York, NY: Manpower Demonstration Research Corporation, June 1983.

To evaluate the impact of Project Redirection, data on education, employment, family planning, and health were gathered from program participants and similar teens who were not program participants. This study analyzes these data for the period ending twelve months after teens were first enrolled. The findings suggest that Project Redirection positively affected the receipt of a broad range of services by program participants and resulted in improved educational and employment outcomes.

Pritchard, May Long. State Youth Employment and Training Initiatives -- Seven Models. The State Youth Initiatives Project, Working Paper #2. Philadelphia, PA: Public/Private Ventures, 1982.

State youth employment initiatives in California, Connecticut, Colorado, Indiana, Michigan, Oregon and Wisconsin are described. The key elements, distinctive features, and publications of each program are outlined and the programs are compared and contrasted in terms of their goals, implementation, target populations, private sector involvement, funding, and results.

Public/Private Ventures. The Impact of Pre-employment Services on the Employment and Earnings of Disadvantaged Youth. Philadelphia, PA: Public/Private Ventures, April 1982.

Two pre-employment program models, Jobs for Youth (JFY) and 70001, were studied to determine if the job readiness, educational training, and placement services they provided improved the employment and earnings of disadvantaged youth. Analyses resulted in the following findings: the programs had a positive effect on placing disadvantaged, out-of-school youth in unsubsidized private sector jobs; the programs had a positive effect on participant earnings; and the programs

were cost effective. In addition, findings from surveys of 200 firms who employed program participants indicated that: employers will hire program participants without direct subsidies or tax incentives; employers are motivated to hire program participants to solve practical labor shortage problems rather than because of social consciousness; program participants were reported to have performed better than or equal to their non-participant coworkers; and employers believe that hiring program participants does not reduce hiring costs and decrease turnover.

_____. A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development. Philadelphia, PA: Public/Private Ventures, Inc., 1983.

Designed for use by youth program planners and operators, this guide outlines seven strategies which can be employed to provide at-risk youth with the four basic competencies that are required for a successful school-to-work transition: basic educational skills; pre-employment skills; work maturity; and occupational training. Each of the seven service delivery strategies is presented in relationship to one or more competency areas and target groups. Descriptions of actual programs which embody each of the seven service delivery strategies are provided. Because potentially successful programs are frequently rendered ineffective as a result of poor communication and coordination between service providers, guidelines for the creation of a youth service delivery system also are provided. Appendices explain how to calculate the size of a local at-risk youth population, list federal sources of youth program funding, and summarize various resources on youth employment programs.

Quinn, Lois; and Pawasarat, John. Technical Assistance Guide for Implementing Youth Employment Competency Programs Under JTPA. Milwaukee, WI: Employment and Training Institute, University of Wisconsin, September 1984.

Steps for implementing pre-employment, work maturity, basic skills, and job specific competency systems are outlined. Several available instructional systems for identifying and teaching the four types of competencies are highlighted.

Sherman, Susan W., ed. Education for Tomorrow's Jobs. Washington, DC: National Academy Press, 1983.

The U.S. system of public vocational education is a practical and effective means of combating the employment problems of America's most at-risk youth: members of minority groups; high school dropouts; and those who live in economically depressed areas. However, the quality of vocational education programs is variable and access to programs by those most in need is not insured. Recommendations for strengthening vocational education programs include: developing incentives for collaboration between educators and businesses; establishing overlapping membership between private industry councils and vocational education councils; increasing the availability of both competency-based work experience programs and apprenticeship programs; changing teacher certification requirements to reflect the importance of occupational expertise; providing vocational incentive grants to high school students; and increasing the funding allocated to vocational program planning and operation.

Snedeker Scientific Inc. Employability Development Programming for Youth Under the Job Training Partnership Act: A Guidebook for Washington SDAs. Seattle, WA: Snedeker Scientific Inc., June 1984.

Within the Job Training Partnership Act, recognition is given to the fact that many early youth employment programs did not achieve long term success because they did not adequately account for the lack of employability skills among disadvantaged youth. Targeted toward PICs and SDAs, this guide outlines a step-by-step process for developing and administering youth employability programs under JTPA. A discussion of competency-based youth programs explains the structure of competencies, describes various competency tools, and provides examples of currently operating competency-based systems.

Spill, Rick. Issues in Establishing a System for Developing and Documenting the Acquisition of Youth Competencies. Washington, DC: National Governors' Association, February 1984.

Addressed to states and PICs/SDAs and presented in a JTPA framework, this paper provides an introduction, overview, and explanation of youth competency systems. It itemizes the steps and problems involved in establishing competency systems and discusses the federal, state, and local roles in promoting competency-based programming for youth.

Strumpf, Lori. Youth Programs and the Job Training Partnership Act. Developing Competency Standards: A Guide for Private Industry Council Members. Washington, DC: National Association of Private Industry Councils, September 1984.

Youth competencies and a competency system are clearly described in the context of the Job Training Partnership Act. PICs that develop a competency system can employ the system to meet performance standards and can utilize it as the basis for improving the quality of all youth programs. The steps for developing and implementing a local competency system are itemized and discussed.

Taggart, Robert. Investing in America's Future. Washington, DC: National Council on Employment Policy, August 1984.

In this policy statement, a strategy to address current and anticipated levels of youth unemployment is presented in the context of the principles of youth service. These principles are outlined as lessons learned from the successes and failures of the federal youth employment programs of the 1970s. The youth strategy for the remainder of the century should have three primary thrusts: addressing basic skills deficiencies; developing a national youth service program; and formulating a nationally acceptable framework for the creation, administration, and operation of youth programs.

U.S. Congress. Congressional Budget Office. Improving Youth Employment Prospects: Issues and Options. Washington, DC: Government Printing Office, 1982.

Prepared prior to the expiration of the CETA legislation, this paper was intended to aid Congress in creating a set of policies and programs to improve the labor market prospects of youth. Youth employment patterns and projections were analyzed and alternative policy approaches were examined in the context of

currently operating programs. The likely effects of possible modifications to a variety of federal programs were analyzed from three perspectives: their ability to increase employment demand for youth; their positive influence on youth employability; and their impacts on improving labor market transitions for youth.

Weber, James M.; and Silvani-Lacey, Cindy. Building Basic Skills: The Dropout. Columbus, OH: National Center for Research in Vocational Education, The Ohio State University, 1983.

In this study, previous literature on and analyses of dropouts and potential dropouts are synthesized. The characteristics of dropouts and potential dropouts are outlined and empirical data regarding the basic skills levels of dropouts are summarized. The distinguishing traits of prior intervention and remediation programs are highlighted and recommendations for improving dropout programs are provided.

SELECTED REVIEWS

Competency Systems -- The Means for Serving High-Risk Youth Through JTPA

The CETA legislation, though frequently maligned, is almost solely responsible for the creation of today's body of knowledge regarding successful methods for serving high-risk youth. Primarily from the CETA youth demonstration projects have come the hundreds of analyses that, taken together, often are called "lessons learned."

Although YEDPA projects employed a variety of strategies to serve diverse target populations, their common goal was employability development for high-risk youth. These programs tested and proved the hypothesis that intervention strategies can be successful in the long term if they incorporate methods to gauge a participant's level of employability and provide training to overcome measured deficiencies. By contrast, analyses of many CETA youth programs outside the YEDPA realm verified that their high placement rates, resulting merely from brief counseling interventions, could and did not persist. Their graduates often lacked the basic skills or maturity required to retain a job and were unable to acquire the skills necessary for labor market mobility.

As the findings from these youth projects were being published, a number of factors were converging to highlight the need to incorporate these employability lessons into CETA's successor. A recession reminded us that youth unemployment seems to have no upper bounds. Demographic statistics told us that the size of the youthful labor pool was shrinking but that more and more of its members were defined as "high-risk." A Nation At Risk suggested that our education system was responsible for diminishing rather than promoting the employabilility of high school youth. A shrinking federal budget for employment and training demanded strict accounting of an improved return on investment.

It was in this environment that the creators of JTPA heeded the employability lessons. By mandating that a disproportionate amount of funds be allocated to serving eligible youth, Congress acknowledged the long-term costs and effects of youth unemployment. By establishing high performance standards, they demanded that JTPA's limited dollars be productively spent. Most importantly, by allowing other-than-employment results, Congress recognized that successful job training requires a long-term investment rather than a short-term expense and created a framework which promotes the development of employability programs to serve at-risk youth. By designating as a positive performance measure the "attainment of recognized employment competencies recognized by the private industry council," Congress offered a flexible tool that encourages the development of employability programs tailored to the needs of local at-risk youth populations.

Three excellent guides will be invaluable in assisting PICs and program planners to understand and utilize this unique aspect of JTPA. These are: Developing Competency Standards: A Guide for Private Industry Council Members, by Lori Strumpf of the National Association of Private Industry Councils; Employability Development Programming for Youth under the Job Training Partnership Act: A Guidebook for Washington SDAs, by Snedeker Scientific, Inc.; and A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development, by Public/Private Ventures.

Although much of the recent employment and training literature has focused on youth competencies, the best introduction to this subject is contained in Lori Strumpf's Guide for PIC Members. Its stated purpose is to remove the mystery and technical jargon from the concept of youth competencies. In extraordinarily clear language, it explains the benefits of implementing a competency system and outlines a procedure for getting started. An appendix contains the names and addresses of contacts within SDAs that have implemented competency systems.

This introductory manual would be useful if it accomplished only its stated purpose; however, its message extends well beyond a simple explanation of youth competencies. In her presentation of the benefits of competency programming, Strumpf has managed to clearly outline the rationale for and articulate the spirit of JTPA. Competency-based youth programming is described not merely as an "out" for meeting performance standards, but rather as a powerful tool that should be employed by PICs to break the cycle of youth unemployment, to actively involve business members in the design of employment and training programs to meet their needs, and to develop a system for the design, administration, and management of all PIC activities. Although targeted toward the business members of PICs, this guide should be read and reread by PIC members and staff alike.

Like Strumpf's guide, Employability Development Programming for Youth under the Job Training Partnership Act offers a comprehensive framework for planning and executing programs. After Strumpf's introduction, it should be second on the reading and rereading lists of both PIC members and SDA staff. Although prepared under contract to the Washington Employment Security Department, the Guidebook would be a valuable addition to the TA collection of any SDA.

The Guidebook's introduction outlines the legislative history and current framework of employability programming. Its major section thoroughly itemizes and thoughtfully discusses a process for youth program planning and oversight. Detailed analyses of the steps required to plan, allocate funds, set program priorities, establish cost/outcome objectives, specify target enrollments, and oversee program operations are presented in the context of JTPA. Scattered throughout are helpful resource lists, sample analyses, and thought-provoking questions which should be considered during program development and implementation.

The third chapter of the Guidebook is devoted entirely to the subject of youth competencies. It contains an excellent background statement, explanation of a competency system, case study, and discussion of the five major programming tools that can be used within JTPA. The fourth and final section consists of six annotated resource lists in the following categories: youth employment competency systems resources; competency-based program models; competency assessment, testing and curriculum resources; youth policy and program assessment resources; contracting and managing resources; and developmental program tools and models. The Guidebook is definitely not light reading but is one of the best guides available for maximizing the developmental youth programming options available under JTPA.

While not tied as directly to JTPA, Public/Private Ventures' latest manual, A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development, provides an excellent framework within which to plan and organize competency-based programs for at-risk youth. The primary goal of this guide -- to assist practitioners in developing programs which match youth of different ages to appropriate programs and services -- is accomplished in a variety of ways. The authors have developed excellent graphical presentations which depict four core competencies as the stages of youth employability and match each competency area to one or more service delivery strategies. The seven service delivery strategies include compensatory education, alternative schooling, integrated work/study, residential training, job-readiness training, on-the-job training, and skills training. Other diagrams show the relationships between the competency needs of youth of different ages and the services appropriate for the delivery of the required competencies. Descriptions are provided of each service delivery strategy which summarize the rationale, list the key elements, provide cost estimates, and offer program examples. Descriptions of ten program examples summarize each program's goals, target groups, performance costs, and administrative and fiscal structure, and list a contact person for more information. Appendixes explain how to estimate the size and concentration of a community's at-risk youth population, list federal funding sources for youth employment and training, and offer an annotated resource list.

The most important message contained in the Public/Private Ventures guide -- one that is largely omitted in the guides already reviewed -- is that the success of individual youth programs depends almost entirely on the existence of a coordinated and flexible system of service delivery. To match youth to required services, insure that job training is relevant to businesses' needs, utilize the demonstrated expertise of individual educational and training organizations, and operate efficiently, a youth employment system must involve schools, the private sector, community-based organizations, and all youth agencies. The authors correctly make the point that many good programs have failed for want of such a cooperative system and devote the remainder of this guide to a good discussion of the state- and local-level activities that are appropriate for the development of a comprehensive youth service delivery system.

A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development is available for $10, prepaid, from Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106 (telephone 212/592-9099).

Employability Development Programming for Youth under the Job Training Partnership Act is available for $9.50, prepaid, from Snedeker Scientific, Inc., 1331 3rd Avenue, Suite 703, Seattle, WA 98101 (telephone 206/583-0959)

Copies of Developing Competency Standards: A Guide for Private Industry Council Members have been provided by NAPIC to all PIC chairpersons. Although additional copies are limited, requests should be directed to Lori Strumpf at NAPIC, 810 18th Street, N.W., Suite 703, Washington, DC 20006 (telephone 202/223-5640).

Background Materials

WorkAmerica Reprints

Showcase

Youth

Oregon Offers High Risk Youth Another Chance

"High risk youth come in all shapes and sizes, and they cross economic lines," says Maggie O'Shea, director of the Business Employment and Training Association in Corvallis, Oregon. They're also a difficult group to help.

But one thing that generally motivates them is the prospect of a job. O'Shea, who oversees a program for high risk youth funded by the Job Training Partnership Act, confirms that employment is a primary motivator for kids who have left school without finishing or who are likely to leave without a diploma. "For those who are looking for a job," she says, "help in finding one is the 'carrot' in our program."

Motivation is no minor consideration: The Corvallis program offers youths who aren't succeeding in the school system a chance to earn their diploma or improve their basic skills.

To help high risk youth find another arena for success—and ultimately productive employment—Corvallis runs the Learning Opportunity Center. It provides an alternative setting for students who have not done well in the regular high schools. Students have a chance to continue their academic education during a three-hour-a-day program that leaves them free to seek part-time jobs.

O'Shea has formalized a working relationship with the local school system. "This is real coordination, not just a paper commitment," she says. "The school district has written our program into their budget." Money makes the commitment real. And using money from both the Job Training Partnership Act and the school system gives the Learning Opportunity Center a larger pool of resources.

Students are referred to the program by their high school counselors or by the local jobs program.

Their records are released to the center staff and they meet with a center coordinator. "This is one of the tricky parts," says O'Shea. "The coordinator has to figure out if this is a student who will never return to school or one who could return to the regular high school program" after a while.

A Contract for Performance

Following an assessment of skills and suitability for the program, both in-school and out-of-school youths begin the three-hour academic program. After two weeks, the center staff and the student prepare a contract which outlines the responsibilities and expectations of each party. The center expects the same kind of behavior an employer is likely to require: being on time, reliable attendance and staying on task, for example. Students can expect help with their academic skills, pre-employment training and job hunting guidance.

Most participate in the academic component at least three weeks before beginning pre-employment training. This probationary period encourages their investment in the job hunting efforts which follow. It also gives center staff time to judge the students' problems, strengths and weaknesses.

Before receiving individual job placement assistance, each student must complete the center's pre-employment training program. For two hours a day for two weeks, participants learn such job search skills as resume writing and interview techniques. Just as important, says O'Shea, is the emphasis on employers' expectations. No one is exempt from the pre-employment training. "We get more of a commitment from them if they spend time getting ready for work," she adds. "They own that job more."

While most of the students want a job, the ultimate goal for each person varies according to individual situations. Some have a shot at finishing school; the program may turn their performance around enough for them to return to regular high school classes. Others are more likely to finish their degree requirements at the Learning Opportunity Center. Still others will probably not finish their education, but the program aims to help them raise their basic skill level enough for them to function on the job.

A part-time job is usually the motivating factor in all three scenarios, and the center staff has several options in helping students find work.

The local chamber of commerce helps market the "step-up" program which couples summer employment with the 85 percent federal Targeted Jobs Tax Credit. Job developers also help identify employers interested in subsidized on-the-job training or try-out employment. Try-out employment offers employers a 100 percent wage subsidy for a maximum of 250 hours of work.

Involving Local Business

The local business advisory council—a subset of the private industry council which serves a 27-county consortium—has taken an active interest in the Learning Opportunity Center and reviews programs and helps establish youth competencies. Early on, business members

See ***Oregon*** *page 13*

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Showcase

Youth

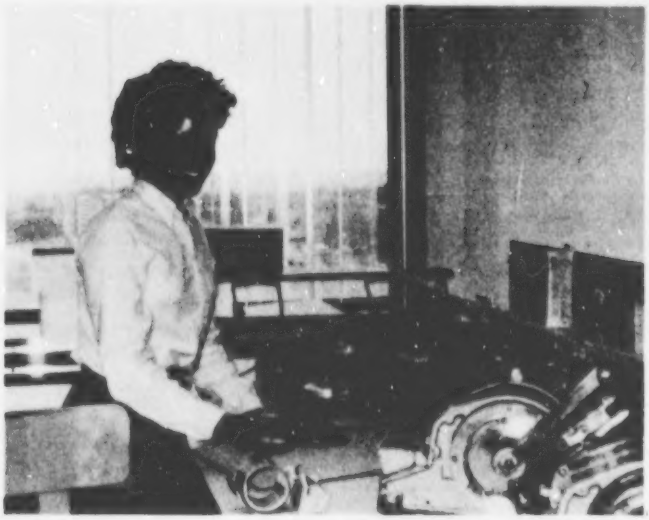
Work Experience Helps Birmingham Youth Improve Prospects for the Future

Unemployment among teenagers is a problem for every state in the nation, but Alabama's 1983 jobless rate of 29.1 percent among 16–19-year-olds was well above the national average of 22.4 percent.

Urban areas such as Birmingham, the state's largest city, are particularly hard hit, according to James H. Beckham, educational institution affairs director at Alabama Power Company and chair of the Birmingham Area Private Industry Council.

"Youth unemployment is very high in Birmingham," he says—nearly 25 percent according to the state Department of Labor's most recent estimates. "We're always up there with the national average.

The council and the local business community are doing their part to improve the situation by supporting—with money, time and jobs—a work/education program called TOPS, for Teen Opportunities Promote Success.



Operated by the Birmingham Area Alliance of Business since 1981, TOPS offers students from 15 city high schools "the chance to bridge the gap, to make the transition from school to work," says Marsha Ham, the Alliance's executive director. It accomplishes its goal by addressing two factors that commonly contribute to a teenager's inability to hold a job.

"Many lack direction because they don't have role models in the home," explains Beckham. Others don't understand what is expected of them in the world of work. "In my experience with the educational system in the community and at the state level," he adds, "the schools don't do adequate (job) counseling. They can't afford to."

TOPS attempts to remedy this situation by combining the basics of cooperative education with intensive human relations counseling. "It fills a need that is not met in other cooperative education programs," says Ham. "They tend to teach specific skills. We concentrate on communication and problem-solving skills, and how those things relate to a successful work experience.

"We're dealing with students, both disadvantaged and non-disadvantaged, who in most cases know what they have to do academically to succeed. What they aren't aware of is the other side—the human relations aspect. That's what we emphasize."

Potential for Success

TOPS is a year-round effort that begins its cycle as a summer jobs program, with students recruited during their junior year.

"We look for students with the potential for success but who need that extra help on the human relations side of things to make it," says Ham of the program's criteria. "They must maintain a 'C' average in their major subjects, have passed the minimum competency tests for graduation, be between 16 and 19 years old, and have a good school attendance record."

Those selected must first complete Preparatory TOPS—a series of after-school workshops designed to teach students how to interview successfully. This segment is conducted during the last half of their junior year in classroom space provided by the University of Alabama in Birmingham.

Recruits are not actually accepted into the program unless hired by an employer who has agreed to provide an on-the-job training opportunity. Job hunting takes place at a job fair sponsored by the Alliance in early June. Preparatory TOPS is designed to ensure that candidates are ready to meet with employers at this event.

"We usually recruit about twice as many students as we have job commitments," Ham explains. "That gives the students a realistic chance of getting a job, unlike many summer youth programs where you have 5,000 people applying for maybe 1,000 jobs."

Ham says on-the-job training slots are solicited through a job development campaign which is handled by the Alliance's member businesses. "We ask our members to provide loaned executives to contact other businesses on their own. We've found that to be a very good way to encourage participation."

Those who are hired for the summer segment enter an eight-week program that combines three hours of TOPS classes four mornings a week with 20 to 25 hours of work each week. The University of Alabama in Birmingham provides a curriculum developer to monitor the effectiveness of the TOPS sessions and to modify them according

*See **Birmingham** page 13*

Showcase

BEST COPY AVAILABLE

Birmingham

(Continued from page 12)

to the particular needs of each new group of students. The Birmingham public school system provides space for classes.

"Our TOPS classes are organized around two basic themes: job getting and job keeping," Ham adds. "Everything we do in class is work-related. Students learn, for example, how to speak correctly, how to write reports, how to get along with their co-workers, how to get along with their bosses, how to budget money." Two social workers also are available to conduct group counseling sessions.

Recruits who do not receive summer job offers are automatically added to the pool of applicants for the school-year program, which differs from its summer counterpart only in size and duration. "We usually have fewer jobs during the year," Hams says, so there is no guarantee that the students will be selected by an employer their second time around.

Beckham notes that there are other measures of TOPS' success. "The best evidence is that the program has continued to grow," he says. Summer placements have increased by 67 percent and placements in the school-year segment are up 50 percent since TOPS began three years ago. At the same time, local business and foundation donations are increasing—currently accounting for 20 percent of the program's budget. (Funds from the Job Training Partnership Act pay for the balance.) And with placement costs of only $1,200 per student, TOPS is an inexpensive way to tackle the costly problem of youth unemployment.

With less than 200 students participating in the past school-year and upcoming summer sessions combined, "This program is really only a drop in the bucket of what is needed," Beckham admits. "But it's a positive step."

The Alliance holds its job fair for this phase in early fall. Students take the courses they need to graduate in the morning for 32 weeks while working about 15 hours a week during the afternoon or evening. They also attend a three-hour TOPS session one night every week for the duration of the program. TOPS is recognized as a cooperative education program by the school board, so participants in both the summer and school-year sessions received credit toward graduation.

Opening Doors

Beckham and Ham think one of TOPS' greatest attractions is the type of employment opportunities it opens up for recruits.

"We shy away from places like fast food restaurants, where students can find their own jobs," says Ham. "These are jobs that otherwise wouldn't be available to teens," adds Beckham. TOPS jobs have included entry-level positions in such areas as administration, shipping and receiving, and purchasing at local hospitals, utility companies, banks, insurance agencies, publishing concerns and law offices.

"I don't think my company would be working with this age group outside of this program," continues Beckham, "but it's worked very well for us. One of the students we hired this past year assisted with the record-keeping in my department. She was trained by one of my employees, who was taking maternity leave. While my regular employee was gone, that student was sharp enough to bridge the gap. She provided a real service to us."

Beckham adds that other students his firm has hired through TOPS "have been motivated to go to college because of the role models they've worked with in the office."

Ham, who was recently honored at a White House ceremony for her contributions to youth employment, says such success stories are not uncommon for TOPS. An informal survey of 93 former participants conducted by the Alliance revealed that 21 percent of them had continued in the TOPS jobs either full- or part-time, and 16 percent were working in other positions, even though "permanent placement is not a goal of the program." Thirty-seven percent of those contacted were attending trade schools or two- and four-year colleges.

Oregon

(Continued from page 10)

expressed concern about safety training for the student, so now the program contains a competency requirement for safety. Participants must earn a first aid card and learn cardio-pulmonary resuscitation before being considered ready for job hunting.

Another area in which formal competencies play a role is in preparation for service industry jobs. The Business Employment and Training Association decided this year to stop writing on-the-job training agreements for jobs in the fast food industry. Instead, youths can now enroll in a 40-hour customer service training module which prepares them for all the basic requirements of most service positions, including jobs in the fast food industry. "It's ideal," says O'Shea. "Kids go for these kinds of jobs anyway, and now they're more likely to get them."

The Learning Opportunity Center is equipped with $20,000 worth of computers and software so most academic instruction is through computer-assisted learning, using the Comprehensive Competencies Program, a start-to-finish learning package. The funds for the equipment came from a Department of Vocational Education grant. Now the Job Training Partnership Act pays for space and instructors, expenses that will be shared with the school system next year.

Computer-assisted learning is the ideal method for teaching high risk youth for two reasons, according to O'Shea: These kids have not succeed in the traditional classroom environment, and they need very individualized instruction.

Refining the Program

Corvallis plans to fine-tune its efforts to help high risk youths in the year ahead. Summer participants are being divided into two groups, with different kinds of activities planned for each. Pre- and post-program testing will help determine which activities work best.

The presence of the local university somewhat limits job opportunities for program participants. "They're competing with university students," says O'Shea, "and employers will pick the ones putting themselves through college every time."

So O'Shea is trying to turn the university into an advantage. "This idea is still in the light bulb stage," she emphasizes, "but we want to get some employers to offer scholarships to students." The program cannot pay allowances, but scholarships could be "another kind of motivator." And she adds, doing something like that would foster broader community involvement in the program. "It might not be a job, but the participants would be better set up for life."

BEST COPY AVAILABLE

Showcase

Sonoma High School Program Emphasizes Jobs, Reduces Drop-Out Rate

Job trainers in Sonoma County, California, have found that the best defense against youth unemployment may well be a strategy of offense. Since 1981, the county has been attacking the problem of teenage joblessness where it often starts—with the potential high school dropout—through a successful in-school cooperative education program that combines diplomas with job placement.

Initiated and funded by the Sonoma County Private Industry Council, the Youth Alternative Education Program for disadvantaged, dropout-prone students "is built around the whole notion of prevention," says Lou Scavarda, regional manager for the National Alliance of Business in San Francisco. Scavarda recently joined NAB after serving as director of the council's Job Training Office.

"The council insisted that we ought to do something for youth before they get into trouble," Scavarda says. "We asked ourselves what could we do before these kids drop out of school and find themselves unemployed? We knew they'd have all different types of problems that made them candidates for dropping out—some behavioral, some academic. If we could help them resolve those things, they would probably finish school.

"We also knew that we were dealing with a group that is not going to pursue additional education beyond high school, so it didn't make sense to focus on anything other than employment as the end result."

With these two things in mind, Scavarda says, "We developed a program that offers them remedial education and whatever special support it takes to get them through school, and that focuses on job placement at the program's end."

Joint Venture

The Youth Alternative Education Program is funded by the Job Training Partnership Act, but is cooperatively operated by several county agencies. The Job Training Office, which administers the funds and determines student eligibility, has contracted with the county Office of Education to provide overall management. In turn, the Office of Education has subcontracted with community-based organizations or the school districts themselves to actually run the program at the individual schools.

Counselors at the 18 participating high schools identify juniors or seniors who are at risk of dropping out and refer them to the program operator in their area.

Once students are accepted, the operators "develop an individualized training plan for each of them," says Starle Driscoll, acting deputy director of the Job Training Office. "They identify long-range and short-range occupational goals so that the students know what the requirements of a job they pursue are going to be."

Meanwhile, the operators develop work experience opportunities in their communities and attempt to match these openings with the training goals of participants. This experience is limited to 1,040 hours and is an adjunct to the students' academic requirements for graduation. "Seventy percent of the kids are involved in vocational education classes through their schools," Driscoll says, "so we look for a job that will augment that training. For the others, we assess their interests and aptitudes, and try to make a match based on that."

The academic and work experience portions of the program are supplemented with job-search and readiness workshops, as well as any type of support counseling that is indicated. Counselors encourage parent involvement through home visits, newsletters and visits to their child's worksite.

Traditionally, Driscoll says, work experience has been performed with public or non-profit agencies. The upcoming program, however, will include work experience in the private sector as well.

Graduating to Jobs

As participants near graduation from high school, program operators turn their attention to finding permanent jobs for them in the vocational discipline for which they have been preparing. Many of the students are hired by the agencies that provided them with work experience, Scavarda says. Others are placed in new jobs that have been developed among local employers.

This emphasis on placement is where the Sonoma County project departs from other in-school youth efforts. "We really bridge that gap from school to work," Driscoll explains. "We're seeing kids that had no plans to continue their education finish school and get into a work setting."

Sixty-four percent of last year's participants found employment, according to Driscoll. "At one point, it was up as high as 70 percent," adds Scavarda. Students were placed as recreation aides, medical record clerks, and auto mechanics, to name a few, at an average wage of $4.20.

According to the U.S. Department of Labor's Employment and Training Administration, Sonoma County is setting records with these high placement levels.

"This is excellent, especially when you consider that the overall placement rate to private sector employment for all trainees under CETA was only 30 percent," says a spokesman for the Employment and Training Administration. (The Youth Alternative Education Program was operated with CETA Title VII funds until the passage of the Job Training Partnership Act.)

With placement for the current program averaging 68 percent, "They're by far surpassing the national standards (of 41 percent placement for youth) set under the Job Training Partnership Act," the spokesman adds. Scavarda says these figures may go even higher next year when the program begins operating on a performance-based contracting arrangement.

National Alliance of Business
P.O. Box 7207
Washington, D.C. 20044
202/289-2924

NAB Clearinghouse Quarterly Order Form

Date _____

P.O. # _____

SHIP TO:

Name _____

Title _____

Organization _____

Address _____

_____

City/State/Zip _____

Telephone _____

BILL TO:

Name _____

Title _____

Organization _____

Address _____

_____

City/State/Zip _____

Telephone _____

☐ Enclosed is my purchase order, check or money order made payable to the National Alliance of Business.

☐ Bill me, charging for additional postage and handling.

☐ Please contact me with information about NAB's Consulting Service for Firms Planning Workforce Reductions.

Check box(es) that are applicable:

☐ State Training Council (SJTCC)
☐ Private Industry Council (PIC)
☐ SDA Grant Recipient
☐ SDA Administrative Entity
☐ SDA Program Operator

For above are you:

☐ Chair ☐ Member ☐ Director ☐ Staff

☐ Business
☐ Education
☐ CBO/Nonprofit
☐ Government
☐ Other _____

(OVER)

Quan	Cat. #	Title	Unit Price	Total	NAB Use
		NAB CLEARINGHOUSE QUARTERLY			
	S6	One-year, 4-issue subscription	$40.00		
	S6-11	Single issue on dislocated workers (Vol. 1, No. 1)	$12.50		
	S6-12	Single issue on marketing the Job Training Partnership Act (Vol. 1, No. 2)	$12.50		
	S6-13	Single issue on Strategies for Youth at Risk (Vol. 1, No. 3)	$12.50		
	R363-41	**BOTTOM LINE BENEFITS TO BUSINESS**			
		Single Copy	$7.95		
		10 or more @	$7.20		
	R234-25	**NEW WORKERS PAY OFF WHEN YOU TAKE THE TARGETED JOBS TAX CREDIT**			
		Set of 25 @	$3.00		
		Set of 100 @	$10.00		
		Set of 500 @	$40.00		
		Repro sets for local printing @	$15.00		
	R1515A	**BUSINESS/EDUCATION COOPERATION INFORMATION PACKET**			
		Single copy @	$27.50		
		10 or more @	$24.75		
		Single copy with the Private Sector Youth Connection	$35.00		
		10 or more with the Private Sector Youth Connection	$31.50		
	R1419	**EMPLOYMENT AND TRAINING OF EX-OFFENDERS: A COMMUNITY PROGRAM APPROACH**			
		Single copy @	$10.00		
		10 or more @	$9.00		

Subtotal		
▸Postage/Handling	▸1.50	
Total		

▸Exact postage will be added for invoiced orders.

CA _____ CN _____ DF _____ P _____ I _____ HQ _____ RSO ____

The NAB Clearinghouse

The NAB Clearinghouse offers you a fast and easy way to find out what other people are saying and doing in the employment and training areas which interest you most. Established in 1979 at the request of the U.S. Department of Labor, the NAB Clearinghouse collects, analyzes, and disseminates information about job training programs and partnerships involving employers, local and state governments, schools, organized labor, and community organizations. Ongoing research, program and reference databases, and a comprehensive library collection enable the Clearinghouse to serve the diverse information needs of employers, educators, program administrators, and employment and training professionals.

Examples of Clearinghouse **Bulletins** are included in this issue of the **NAB Clearinghouse Quarterly**. Hundreds more of these model program descriptions are available on a variety of topics, backed up by information on thousands of other innovative program ideas. Expert researchers use these program databases to help you design, implement, and evaluate programs to meet your individual needs. The NAB Clearinghouse database also contains abstracts of thousands of technical assistance materials, policy and research studies, model contracts, directories, and articles which are available to you through customized database searches performed at your request by Clearinghouse staff.

The NAB Clearinghouse also conducts the only complete survey of private industry councils and service delivery areas nationwide. Analytical reports of survey findings track Job Training Partnership Act progress and trends and let you compare your area's programs to others.

The NAB Clearinghouse is your source of authoritative, complete, up-to-date information to meet your individual needs.

The NAB Clearinghouse
Help is only a phone call away
(202) 289-2910

BEST COPY AVAILABLE

The NAB Clearinghouse

Help is only a phone call away.
(202) 289-2910

The National Alliance of Business (NAB) is an independent, non-profit corporation working in partnership with business, labor, government, education and community groups to reduce the unemployment problems of economically disadvantaged youth and adults. NAB's primary mission is to encourage private businesses to provide jobs and training for these unemployed people.

National Alliance of Business

1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

Non-Profit Organ
U.S. Postage
PAID
Washington, DC
Permit 2594

BEST COPY AVAILABLE